

**INVESTIGATING THE USE OF ENGLISH SUBTITLE FOR
DEVELOPING EXTENSIVE LISTENING SKILL**

A Thesis

Submitted as Partial Fulfillment of the Requirements for Getting *Sarjana*
Pendidikan Degree of English Language Education Study Program



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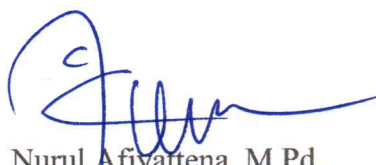
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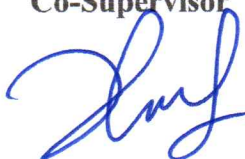
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STATEMENT OF WORK'S ORIGINALITY

I hopefully declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 24 December 2024

The Writer,



Mila Nurul Hasanah
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MOTTO

Keep moving, until the fatigue gets tired of following you.

Keep running, until the boredom gets tired of chasing you.

Keep walking, until the tiredness gets tired of following you.

Keep holding on, until the future gets tired of following you.

Keep on guarding, until the weariness gets tired of accompanying you.

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, who gives me the breath of life till this time and always protects me with all Greatness.
2. My beloved parents: my father Mr. Apud Mahpudin and my mother Mrs. Badariah, thank you for your advice, love, prayer, support, and always encourages me in finishing my study.
3. My supervisor, Mrs. Nurul Afiyattena, M.Pd and Ms. Hikmah Pravitasari, M. Pd, who give me support, input, advice and help me in finishing this thesis. Thank you very much.
4. To my best friend, thank you for Annisa Indri Hastuti and Amelia who have accompanied me for almost four years and always provide support and help me in completing this thesis.

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Finally, I believe this thesis is far from perfect. However, it is hoped that it will be useful and contribute to the English teaching process, especially in The Use of English Subtitles for Developing Extensive Listening Skill. Therefore, I really appreciate any criticism, ideas, and suggestions for the improvement of the thesis.

Rangkasbitung, 24 December 2024

Mila Nurul Hasanah

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INVESTIGATING THE USE OF ENGLISH SUBTITLE FOR DEVELOPING EXTENSIVE LISTENING SKILL

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ABSTRACT

This study investigated the use of English subtitle for developing extensive listening skill. This research aimed to know factors that encourage students to use English subtitle and to reveal types of subtitle used by students while learning extensive listening. The participants were 8 students from the English department of one of the private universities in Indonesia. The researcher applied a case study as research design. Semi-structured interview and focus group discussion were used as an instrument of this research. The data obtained were analyzed through three stages analysis. The research findings showed that the use of subtitle to develop extensive listening gave a positive result between two factors (internal and external) that encourage students to use English subtitles, the most factor that causes students in using subtitle was internal factor. The first internal factor was lack of language ability, having insufficient ability in distinguishing accents, not knowing pronunciation, and lacking vocabulary. The second internal factor was learning style, most of the students claimed that using subtitle related to their learning style. They claimed that their learning style were auditory and visual, and one of the causes of using subtitle was that they were fond of the visual and audio that appeared in video while displaying the subtitle. The most dominant external factors were video content and motivation. Video content support students to learn listening. Meanwhile, students are motivated to learn listening independently because it makes it easier for students to learn at any time. In regard to types of subtitles, most of the students asserted that they use the interlingual subtitle.

Keywords: English subtitle, extensive listening, case study.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening is the basics of communication to gain information and understand messages or feelings conveyed by others. When a person has developed good listening skill, it is easier for them to discuss what they have heard. They will be able to comprehend what they read and clearly write down what they have heard. According to Ray (2022), listening skill is considered a priority skill in language education. Listening skill needed to develop other language skills. Listening comprehension includes not only listening to what is being said but also the ability to understand the language. Listiyaningsih (2017) stated that listening is one of the indispensable abilities in language, listening is the foundation of speaking and writing because listening helps students laying the foundations of speaking and writing. It serves as the starting point and foundation on which these important language skills are built.

Through listening, students can acquire good pronunciation and learn many useful words, phrases, and sentences. Therefore, students need to listen to native speakers or individuals who are proficient in English to get references on correct pronunciation and enrich their vocabularies. In this context, there are many ways to master listening skill. There are various learning media and methods that can be used as learning resources to improve listening skill. One easily accessible technique is watching videos. Videos can engage students and appeal to their interesting as digital natives who have grown up with technology. They find

learning through videos to be entertaining. Videos provide authentic language input from native English speakers. This helps improving students' listening skills and cultural understanding. Videos present language and content in a livelier, realistic way compared to traditional teaching methods (Pratama et al., 2020). It is also important to develop an understanding of the video content and learn the languages were used by using the English subtitle. In addition, students' positive and negative responses to the use of English subtitle feature can be observed. The question is whether subtitle helps in the development of listening skill, and students can do it themselves through various learning media, such as videos, which can be accessed through platforms such as YouTube, TikTok, Instagram, and so on.

Video media can used as learning media by presenting audio-visual content equipped with subtitles, so that viewers can see images and hear sounds, and the same time learn languages to develop listening skill so that the learning process is easier. The purpose of subtitle in video is to assist the audience in understanding the message and meaning conveyed, thus facilitating universal appreciation. According to Eprilia & Rahmi (2022), subtitling involves translating text from the original language to another language, which is then displayed at the bottom of the film. Subtitle enable viewers to understand what the speakers are talking about in order to understand the message of the video. Subtitle can be used as a learning tool because students can access it whenever and wherever.

Subtitles are the translation of captions or the delivery of dialogue by showing written text on films, songs, and so on in video form. Subtitles is an

audiovisual translation. Subtitles allow the audience to observe the visual and listen to the dialogue in the original language while also understanding the content through a written translation in the language they understand. In other words, Bahtiar (2023) explored that the subtitle is in the form of written text that is added into the original film, keeping all the original film discourse; it is synchronized with the speaker in the original film.

Furthermore, there are several previous studies on the use of subtitles to develop listening in English language learning among students. First study was conducted by Andriani and Angelina (2020) they stated that students perceive English-subtitled movies as learning media. The result of the research showed that most of the respondents had a positive perception of the use of English-subtitled movies. Similarly, Nurfauziah et al. (2023) investigated whether the use of subtitles in films is beneficial for mastering students' vocabulary and investigate whether subtitles in films can influence students' mastery of English vocabulary. This study found that the use of films with English subtitles as a strategy for teaching vocabulary independently can help students master English vocabulary in a fun and interesting way because students enjoyed and motivated to learn vocabulary.

The previous studies above are in line with the researcher's preliminary research with several students of the English Education study program. The researcher found that most students use subtitles to help them learning listening skills, especially in the Extensive Listening course. The students often used subtitles while learning in class when the lecturer was giving the assignments.

Besides inside the classroom, the students also use or switch on the subtitle feature while outside the classroom activity, like watching films, songs, vlogs, podcasts, and so on. Hence, the purpose of this study is to find out the reasons why they implement the use of subtitles while learning listening skills inside and outside the classroom and to ascertain how students use subtitles as a language learning tool.

Due to initial studies focusing on students' perception and students' achievement in regard to the use of subtitles in learning English, this study tries to fill the gap in regard to investigating the factors that causes students to use the subtitle inside an outside classroom activity and to investigate what kinds of English subtitles are used when learning extensive listening. Based on this context, the researcher is interested in conducting a study entitled "Investigating the use of English subtitles for developing extensive listening skill."

1.2 Identification of the Problems

Based on the background study above, there are some identification of the problems that arise. The identifications are as follows:

1. Most of the students use the subtitle, especially in listening class (inside the classroom)
2. Most of the students use the subtitle outside the classroom activity.
3. Students almost always use subtitle when they encounter difficulties in listening class or while getting the listening assignments.

4. Students also always use the subtitle when they have difficulties understanding listening outside the class activities, such as listening to music, listening to the news, or watching films.

1.3 Limitation of the Problems

Based on the identification above, this research focuses on investigating the use of English subtitles to develop extensive listening skills.

1.4 Formulation of the Problems

Based on research background and research identification, the problem is formulated as follows:

1. What are the factors that encourage students to use English subtitles while learning extensive listening?
2. What kinds of subtitles are used when learning extensive listening?

1.5 Objectives of the Study

This research achieved these objectives:

1. To investigate the students' factors that encourage them to use English subtitles while learning extensive listening
2. To investigate what kinds of subtitles are used when learning extensive listening

1.6 Significance of the Study

There are several advantages of this study in terms of theoretical and practical, as follows:

1. For the teachers

Be useful and valuable for English teachers to get clear information about the use of English subtitles on videos so that they will know the steps that need to be taken to vary learning media, especially in improving extensive listening skills.

2. For students

This research will help students know the extent of using media with an subtitle feature, which will increase their enthusiasm, especially for learning extensive listening skills.

3. Further researchers

This study is expected to be a reference or idea for future researchers to conduct research on the use of subtitles. The researcher hopes that in future studies can be developed, researcher can evaluate, modify this research with different forms, places and purposes. Thus, researchers can make a more comprehensive additional contribution to the understanding of the role of subtitles in English language learning.

CHAPTER II

LITERATURE REVIEW

2.1 Nature of Listening

2.1.1 Definition of Listening

There are some definitions of listening. According to Agustin and Ayu (2021), listening is an essential skill for enhancing our language knowledge. However, both the school and college levels, teachers and lecturers often use monotonous lecture method to deliver material. This approach often leads to students losing interest in the content being taught. Listening skills increase one's capacity to acquire, retain, and apply new information, knowledge, and abilities. Effective listening enables people to learn and adapt appropriately to new concept, facts, and skills. When listening effectively, individuals will be better equipped to modify their understanding based on what they hear. In this context, there are various media and learning methods that can be used as learning resources to improve the ability to listen.

Listening is a key component in the language acquisition process and to further emphasize the importance of listening in language acquisition. Putri et al. (2018) stated that developing listening abilities has a significant impact on boosting students' proficiency in English. Effective listening necessitates that learners actively listen. Learners should be encouraged to focus on and participate in this active listening process rather than passively receiving information. As such, listening is not just a passive activity but an active process that requires full

engagement from the listener to achieve effective understanding and responsiveness in communication.

Understanding what other people are saying requires careful listening, which cannot be accomplished by merely depending on habits, reflexes, or gut feelings. One of the most important abilities in good communication is listening (Sari et al., 2019). The capacity to actively and attentively listen can improve relationships, foster trust, and advance understanding in both personal and professional contexts, but developing listening skills is frequently disregarded or underestimated (Nigina, 2023). Developing active and attentive listening skills is therefore key to strengthening relationships, building trust, and enhancing understanding in both personal and professional contexts, although it is often overlooked or undervalued.

The teaching of listening skills is still neglected in the process of teaching English. Students' listening levels vary from one another because listening is influenced by crucial factors. The most important factors that must be emphasized are the importance of listening, studies on listening teaching theories, and the use of the most advanced listening teaching methods. It is now widely accepted that students' listening abilities should be at the core of teaching practices, and this is an area where teachers need to concentrate their own efforts to improve their teaching (Hue, 2019). Therefore, placing listening skills at the center of teaching practice is an important step that teachers need to take. Efforts to improve listening teaching, focusing on advanced teaching theories and methods, should be

prioritized to ensure that all students can develop strong and equitable listening skills.

It can be concluded that the significance of listening as an English language skill highlights the necessity of different learning approaches and media to enhance listening. By listening actively, individuals are in a better position to adjust and refine their understanding based on the information they receive.

2.1.2 Listening Processes

To understand the listening process more deeply, it is important to recognize the two types of processes identified. According to Hue (2019), they were bottom up processes and top down processes. First, bottom up processing in language comprehension involves listeners or readers attempting to understand what they hear or read by paying attention to various components, such as vocabulary, grammar, functional phrases, and sounds. They analyze these individual parts and gradually piece them together to derive meaning from the text or speech. Second, top down processing refers to how listeners utilize their background knowledge or schema to comprehend and interpret what they hear. This knowledge can be derived from general life experiences and prior learning, or it can be specific knowledge of language and content relevant to a particular context. By drawing on this existing knowledge, listeners are able to make sense of incoming information and understand its meaning.

In fact, the two processes cannot be separated during listening comprehension. Rather, they interact and work together in an integrated manner. Listening comprehension is a dynamic process where listeners employ both their

prior knowledge and linguistic knowledge to understand the information being presented. It is through this interactive process that listeners can effectively make sense of what they hear and comprehend the intended meaning.

2.1.3 Types of Listening Skills

The process of listening can be divided into various types based on the purposes of listening. The purpose determines the form of listening. Various purposes require various forms of listening. Every case of listening has its own function. According to Gu (2018), there are several types of listening as follows:

1. Intensive listening

In intensive listening activities, learners concentrate on deciphering the precise sounds, words, and grammatical structures used by the speaker. Intensive focus on these parts of the audio will help you building a foundation for language acquisition. Intensive listening is the type of listening that you probably do in English language classes. Particularly in an oral communication course. The ideal audio for intensive listening is not long movies or long lectures or long documentaries, etc. instead, should listen to short audio clips of news or current events, interview, short recorded stories, short YouTube videos, or any material provided by English teacher.

2. Extensive listening

Extensive listening encompasses a variety of listening activities designed to offer comprehensive and enjoyable input. It involves listening for extended periods at least several minutes continuously with long-term objectives that extend beyond language learning, such as understanding

academic content, enjoying the material, or fulfilling other language-related purposes.

3. Interactive listening

Interactive listening is a dynamic, two-way process where the listener actively participates in the exchange of meaning. This includes engaging in social interactions like taking turns in conversation, asking for clarification, and seeking confirmation to ensure understanding.

4. Selective listening

In selective listening, learners are guided to focus on specific tasks with goals. They either concentrate on grasping the main ideas or seeking out specific details. Essentially, during selective listening, they are actively searching for specific information.

5. Responsive listening

Responsive listening is a type of listening exercise aimed at training learners to respond appropriately to what they hear, take into account aspects of content, culture, and emotion.

6. Autonomous listening

Autonomous listening aims to develop learners who can use listening independently and strategically as a tool for language learning and use. It is a crucial aspect of learners' listening ability, such as deciding what to listen to, when, for what purpose, how long, and assessing whether the results are satisfactory.

It can be concluded that the an essential part of having good communication skill is listening. Listening is the key to understand what the other person is really trying to convey. Without listening, it is easy to misunderstand and make assumptions. Conversely, when actively justifying, one can communicate fully with others.

2.2 Extensive Listening

2.2.1 Definition of Extensive Listening

Extensive Listening (EL) is basically a lot of listening, frequent listening, and listening to audio content in English, at an easy level. And the material should be easy enough that there is no need to stop and listen again. According to Gavenila et al. (2021), extensive listening is a teaching method designed to provide students with more opportunities to listen to spoken English freely, without any external pressure. In addition, Ivone and Renandya (2019) stated that extensive listening refers to a method of teaching and learning languages that promotes exposure to a lot of entertaining and easily understood content delivered in the target language over an extended period of time. Extensive listening activities provide meaningful practice for students, requiring comprehensive language and engaging, enjoyable materials for sustained engagement (Prastiyowati, 2018). Therefore, extensive listening activities are essential to provide meaningful practice for students, by providing interesting and fun materials to keep them engaged on an ongoing basis.

Extensive listening involves engaging in enjoyable listening activities that provide learners with abundant comprehensible listening input to help improve

their overall listening comprehension through extensive practice over time. The focus is on general understanding rather than details (Mandiri et al., 2022). The extensive listening practices can be initiated by either teachers or students and can take place outside the traditional classroom setting. A crucial aspect of EL involves learners engaging in diverse, meaningful listening activities. With sufficient exposure to aural input, learners start to process the information automatically, leading to a significant improvement in their comprehension abilities (Gönülal, 2020). With sufficient exposure to auditory input, learners begin to process information automatically, which ultimately leads to a significant improvement in their comprehension ability.

It can be concluded that extensive listening is a teaching method that encourages students to listen to English content at an easy level, providing engaging and entertaining content over time, and can be initiated by teachers or students.

2.2.2 The Principle of Extensive Listening

Extensive listening can be an effective approach for teaching listening in a foreign language by enhancing learners' comprehension skills. This method allows learners to choose materials freely from various sources, including their own collections or online resources. Activities based on learners' are crucial as they create a conducive environment that fosters improved listening proficiency. In understanding the foundations of extensive listening, five key principles have been identified by Wahidah and Luthfiyyah (2018). These principles provide a

framework for effective listening practices and highlight the essential elements that contribute to successful language acquisition.

1. Quantity: learners listen to many sources from the target language, how the learners listened regularly to improve their skills.
2. Comprehensibility: the listening materials should be easy to understand.
3. Learner contentedness: learners freely choose the listening materials without intervention from the lecturer.
4. Meaning orientation: learners listen for meaning by choosing materials based on their interest.
5. Accountability: learners must demonstrate what they listened to, such as by summarizing in a listening journal. The journal allows learners to record their extensive listening experiences.

It can be concluded, five principles of effective extensive listening: engaging with diverse and understandable materials regularly, allowing learners to choose their own content, focusing on materials of personal interest, and tracking progress through summaries in a listening journal.

2.3 Nature of Subtitles

2.3.1 Definition of Subtitles

Subtitle is a translation technique used for videos and films. It involves displaying written words on the screen, usually at the bottom, to convey both the visual and audio elements of the content to viewers. In addition, Cintas (2015) asserted that subtitles are a translation practice that involves displaying written translations of dialogue, lyrics, and on-screen text at the bottom of the screen to

convey the meaning in another language while retaining the original audio and visual elements of the film or video. Subtitles are most acknowledged for their function in transforming spoken content from movies, vlogs, and reels into text. Viewing captioned English films is considered a highly effective method of delivering authentic input, given its incorporation of auditory, visual, and textual elements (Ray, 2022). Translation in Indonesia extends beyond literary or scientific texts, encompassing the audio-visual realm, particularly in movies. Since many Indonesian films originate from other countries and use the English language, the importance of movie subtitles arises to facilitate better comprehension for the audience (Hudi et al., 2020). Therefore, considering that many Indonesian films originate from other countries and use English, the existence of film subtitles is very important to facilitate audience understanding.

In summary, subtitles translate dialogue, lyrics, and on-screen text into written format at the bottom of videos or films, allowing understanding of content in another language while retaining original audio or visuals through integrated text. This is beneficial for language learning and comprehending movies.

2.3.2 Types of Subtitles

Learners may easily download subtitles for essential films or videos, and they can also choose whether to view or listen to the audio in their preferred language. They have the option of downloading in both the target language and their native tongue. According to Aksu-Ataç and Köprülü-Günay (2018) there are two different types of subtitles in general for target language learning. It is

necessary to first comprehend what interlingual and intralingual subtitles are. The following is an explanation of each type of subtitle.

1. Interlingual subtitles

The dialogue in the original video is translated into another language. The viewer watches and listens to the original audio in one language while reading the subtitles in their own language. This allows viewers to understand a movie that is not in their native tongue.

2. Intralingual subtitles

The subtitles use the same language as the audio. These are primarily used to assist people with hearing impairments. Intralingual subtitles also benefit language learners studying the language being spoken in the video. Learners can watch a movie in the target language and read the subtitles to help comprehend words and phrases and grasp the context when they may not understand every word spoken. The subtitles reinforce the audio visually.

In conclusion, the use of subtitles, both interlingual and intralingual, plays an important role in improving comprehension and accessibility. Interlingual subtitles allow viewers to understand dialogue in a foreign language by reading the translation in their own language, while intralingual subtitles help those with hearing impairments and support language learners by reinforcing the understanding of words and phrases in the same language as the audio. As such, subtitles are an effective tool for enhancing language learning experiences and media accessibility.

2.3.3 The Benefits of Using Subtitles

We can consider subtitles a little linguistics that bring a plethora of advantages to the table. According to Alabsi (2020) some of the key benefits of using subtitles mentioned are:

1. Subtitles help learners understand movies/videos better by allowing correlation between the audio, visuals and text provided. This allows for a triple relationship between images, sounds and text which helps in learning and remembering a language.
2. Watching videos/films with subtitles improves listening comprehension. The group that watched the videos with subtitles performed better in listening comprehension tests compared to the group that watched them without subtitles.
3. Subtitles provide positive reinforcement for learners and help reduce anxiety. Subtitles allow learners to understand what is being said without the difficulty of fully understanding through listening alone.
4. Subtitles check learners' understanding of what they hear and reinforce their existing knowledge. They can refer to the text to confirm their understanding of the dialogue/speech in the video.
5. Providing subtitles prepares learners for watching videos/films without the support of text in the long run. Subtitles allow them to develop their listening skills gradually without relying on text for support.

6. Subtitles increase learners' motivation to watch videos/films for language learning purposes. Subtitles make the learning experience more engaging and easier to understand.

In summary, the main benefits highlighted are improved listening comprehension, supported learning, reduced anxiety, checking and reinforcing understanding, preparing for unsupported listening, and increased learner motivation.

2.3.4 The Use of Subtitles in University

The use of subtitles in students' first language is beneficial for improving their understanding in educational contexts. According to Alabsi (2020), when used strategically, subtitles provide many support benefits when incorporating videos into EFL lessons at the university. They aid comprehension and build student confidence and motivation to engage with videos and develop English skills. Similarly, Bilal & Ekmekçi (2021) found that the use of subtitles while watching movies/shows was an effective language teaching approach, particularly at the university level. The strategic use of subtitles, particularly in university settings, has proven to be an effective method for enhancing comprehension, building confidence, and fostering motivation in language learning.

The integration of videos with English subtitles has proven to be a valuable method for enhancing listening comprehension among EFL learners at the university level. Research has consistently shown that this approach not only aids in language acquisition but also motivates students to engage more deeply with the material. Several primary studies in the meta-analysis explored the use of

subtitled videos for language learning at the university level, and the overall results support their effectiveness as a learning tool for college students (Oktapiani et al., 2024). The effectiveness of using subtitled videos in language learning is well-supported by research, making it a powerful tool in the educational arsenal for university students. The consistent positive outcomes underscore the importance of incorporating such resources into EFL teaching strategies.

It can be concluded that subtitles in students' first language enhance understanding in educational contexts. Strategically used, subtitles aid comprehension, build student confidence, and motivate engagement in English language learning (EFL) lessons at university. Studies show that using English subtitles in videos positively impacts listening comprehension among EFL learners. Overall, subtitled videos are an effective learning tool for college students.

2.3.5 Factors That Lead to Using Subtitled

Subtitles facilitate a better language learning experience. The subtitles in the language the audience wishes to learn can be selected. Videos in several languages with subtitles are available for viewing. Accessibility for multilingual videos is offered. One essential part of localizing content is the use of subtitles. Vadivel et al. (2019) stated that the use of subtitle is influenced by both learner-internal factors and external factors, as follows:

1. Internal factors

Internal factors are elements or conditions that come from within a person that influence how they think. In the context of media use with subtitles, internal factors include:

a. L1 background

The first language spoken has an influence on communication skills and social development. According to Pastushenkov et al. (2021) stated that L1 background is defined as the mother tongue or the first language a person learns as a child. The student ability to speak a second language can be influence by the students first language.

b. Language ability

A person's ability to communicate using language to express aims and objectives in accordance with linguistics. A user's language ability affects how much they rely on subtitles, for example to understand content in a foreign language. According to Lindawati et al. (2023) stated that Language ability is the ability to communicate using language, both oral and written, which develops naturally in children from an early age through environmental interaction and stimulation. This ability includes the ability of expression, reception, and understanding of language.

c. Learning style

A person learning style certainly varies and is influenced by his or her nature and environment. According to Widharyanto & Binawan (2020) stated that learning style refers to the way an individual processes information

through one of the senses or a combination of modes, which will then affect the success of language learning. A person learning style can indicate how they understand and absorb new information and how they use it in a particular context.

d. Experience

The experience of using subtitled media refers to the elements that come from the user that affect how they feel, understand, and respond to the use of subtitles based on their internal conditions in utilizing subtitles. According to Ramadhani et al. (2021) stated that experience is the direct interaction and learning process that individuals have from real situations in the past, both positive and negative, which shape their knowledge and skills. Thus, a person's experience of using subtitles is strongly influenced by various internal factors specific to that individual.

2. External factors

External factors are elements or conditions that come from the external environment that influence how a person thinks, feels, and acts. In the context of media use with subtitles, external factors include:

a. Video content

Video content that includes videos, such as live streams, webinars, and traditionally edited videos. Video content can be created to entertain, educate or inform an audience. According to Dewanti & Sujarwo (2021) stated that video content is content in the form of learning videos developed and uploaded on social media platforms to support the learning process.

There is a lot of content along with the times such as language learning materials that can be accessed easily for learning.

b. Class size

Class size certainly affects the quality of students' learning and the effectiveness of learning. Class size can have a significant impact on the learning process, with visible effects on the quality of interactions, learning outcomes, and student engagement. According to Olurotimi & Nike (2021) stated that class size is also an important factor affecting student learning outcomes and one that can be controlled through teacher policies. In general, small classes tend to be more conducive to deep and interactive learning, while large classes may require more adaptive teaching strategies to overcome various challenges.

c. Resources access

To access resources that use subtitle media in language learning, can utilize various platforms that support subtitle for video and audio content. The use of subtitled media as a resource to improve listening skills has many benefits, especially in language learning. According to Hafizah & Muna (2024) stated that resources access is various facilities available at school to support students in accessing learning resources, both offline and online. There are many resources access students can use for and many choices according to what students are interested in.

d. Motivation

Motivation in the context of external factors using subtitle media refers to the drive or reason from outside a person that encourages them to utilize subtitles as a tool in language learning. According to Rayani & Rahmadiny (2020) stated that motivation is what drives a person to act in order to achieve a goal or accomplish something, which involves various psychological factors such as beliefs, perceptions, values, interests. These external factors usually come from environmental influences, social needs, or external demands that make someone feel the need or interest to learn a language through subtitle.

In general, using subtitles is influenced by a combination of these two factors. Internal factors determine how individuals interact with and utilize subtitles, while external factors affect the condition and quality of available subtitles. Both influence each other in shaping the user's overall experience of watching media with subtitles.

Furthermore, according to some researchers, there are various factors that lead to the use of subtitle. According to Wahyuningsih and Fitriah (2023), in their research, for students who cannot understand the meaning of the conversations and stories in the films, watching English films with subtitles is one of the most effective ways to improve their ability to understand the meaning of the conversations. Hestiana & Anita (2022) stated that movie subtitles help expand vocabulary and improve communication skills for English-speaking students. They helped students deduce meaning from English texts and interpret

challenging terms into Indonesian, enhancing their understanding of English-language films without understanding the plot. Mulyadi (2015) showed that seeing unfamiliar words both heard and written at the same time helps students learn new words in context. This can increase students' learning motivation and make the learning process more fun and interesting.

In summary, subtitles in video content improve language learning, localization, accessibility, and cultural exchange. They aid hearing-impaired individuals, enhance multilingual accessibility, and enhance students' understanding of conversations, vocabulary, and communication skills.

2.3.6 The Principles Step to Use Subtitled

When watching a video using subtitles, of course, there are current steps that need to be taken. Cintas (2015) explored ten main steps typically involved in the subtitling process as follows:

1. Acquire the source

This usually involves getting a digital copy of the film, TV show, or other audiovisual content that needs to be subtitled. This may come with scripts or transcripts for reference.

2. Transcribe the dialogue

Carefully listen to the audio track and transcribe all the spoken dialogue in the order it appears. This forms the basis for spotting/timing later.

3. Divide into subtitle segments

Review the transcription and break it up into logical segments or "blocks" of text that will fit onto one or two subtitle lines with the appropriate time codes.

4. Translate the dialogue

Translate each segmented block of text from the source language into the target language for subtitles. Consider length, register, and style.

5. Prepare the subtitles file

Input the translated text into a subtitling software program along with the appropriate in and out time codes synchronized to the audio. Format according to standards.

6. Spot/time the subtitles

Precisely sync each subtitle to appear on screen at the right moment to match the audio, considering start/end of lines and length of display.

7. Edit and proofread

Fine tune the spotting, structure, and translation by reviewing in the subtitling software and playing through with the video. Make any necessary corrections.

8. Export the subtitles file

Save the timed and formatted subtitle file in the correct format to be used with the video, such as SRT or SUB files for most platforms.

9. Quality check

Do a final quality check by reviewing the subtitled video, ideally also getting feedback from others, to catch any missed errors before distribution.

10. Distribution

Package and distribute the subtitled video file with the subtitles for the intended audience.

2.4 Review of Relevant Studies

There are some previous researchers which are relevant to this study, they are:

The first research was conducted by Vadivel et al. (2019). This study was entitled “*Developing Listening and Vocabulary Skills of Undergraduate Students through English Movies with the Standard Subtitles - A Study*”. The aim of their study was to explain how listening skills and vocabulary in the English language can be improved through a movie with standard subtitles. The participants involved in this study were undergraduate students who are not native English speakers. The method used in this study was descriptive-qualitative with data collection techniques for this study using literature studies, class observations and interviews. Data analysis techniques this study using qualitative data synthesis, hypothesis validation, conclusions and recommendations. The main findings of this study showed that the film-based learning method with subtitles can improve the listening skills and vocabulary of non-native students, but there are still challenges in its application from the teacher's side.

The second research was conducted by Fatma (2021). This study was entitled “*Students’ Perception on the Use of Animated Videos with English Subtitles in a Foreign Language Listening Class*”. The aim of her study was to describe students' perceptions of the use of animated videos with English subtitles in foreign language listening classes as well as the barriers students face when using these media in the listening learning process. The participants of this study were six fifth semester students from the English Education study program. The research method used was the case study method with data collection techniques through open questionnaires, interviews, and documentation, data analysis techniques were used in this study using data collection, data reduction, and data display. The main findings included students' positive perceptions but also barriers such as unfamiliarity with pronunciation, lack of vocabulary, and the speed of speech in the video.

The third research was conducted by Alzamil (2022). This study was entitled “*Saudi Students’ Attitudes to the Use of Subtitles to Improve Their Listening Skills*”. The aim of this study was to investigate L2 learners’ attitudes toward the use of subtitles when watching English audio-visual materials. Investigating L2 learners’ attitudes towards the use of subtitles may have implications for designing listening courses in education organizations around the globe. The study participants consisted of 63 Saudi national students in the English department of a university in Saudi Arabia. They had an average age of 20.9 years and consisted of 29 females and 34 males. The data was collected by means of a closed-ended questionnaire containing 23 Likert-scale items. Findings of Saudi

English students' attitudes towards the use of subtitles. Most showed a positive attitude towards the role of subtitles in English language learning.

The fourth research was conducted by Talaohu (2022). This study was entitled "*Students' Perception of Watching English Subtitles to Learn Listening Skill*". The aim of this study to explore the problems in watching English movies using subtitles to learn listening skill and the solution to overcome the problems of watching English movies watching using subtitles to learn listening skills according to the student's perception. The participants of this study were six students of the English language education department batch 2018. The method uses qualitative, the interview was used as an instrument to gather the data. The findings related to the problems faced by students in learning listening through watching English movies using English subtitles were understanding actors/actresses' accent, catching the speakers speed of talk, providing unsuitable subtitles and adjusting to the size and color of subtitles.

The last research was conducted by Wahyuningsih and Fitriah (2023). This study was entitled "*Students' Habits on Watching Movies with English Subtitles: Opportunities and Challenges for Indonesian College Students*". The aim of this study was to report the students' views towards the opportunities of watching English-subtitled movies and the challenges they experienced. The participants involved in this study were five students at an Indonesian university. The method used by the researcher was the descriptive qualitative method, in which data were collected through semi-structured interviews. The results of the interview were then transcribed and analyzed. After analysis, the results are then

copied and interpreted into data according to what the participants said and experienced. The findings show that the college students had several chances because of viewing English-subtitled films, including providing leisure activities, encouraging engaging English language learning resources, and expanding their vocabulary in the language. In the meantime, the students had difficulties when watching movies with English subtitles, such as new English idioms, different slang languages, and foreign terminology. Thus, this study encourages students to try to overcome these obstacles by learning from a variety of sources, including books, the internet, articles, and so forth.

In conclusion, the similarities of the previous research include the place of research conducted at the university and examination about English subtitles, and the method used is qualitative. The difference between this research and the initial studies above is that this research will focus on investigating the students' factors for using English subtitles in extensive listening class and to investigate what types of subtitles are used while learning listening. The novelty in this research focus on factors that encourage students to use subtitles and types of subtitles used by the students it is due to many previous research did not discuss them further.

2.5 Theoretical Frameworks

A theoretical framework is a type of review that explains existing theories supporting the research. It can serve as foundational work and enhance the research's credibility. The theoretical framework structured within the study highlights the specific focus the research seeks to explore. i.e., investigating the use of English subtitles for developing extensive listening skills.

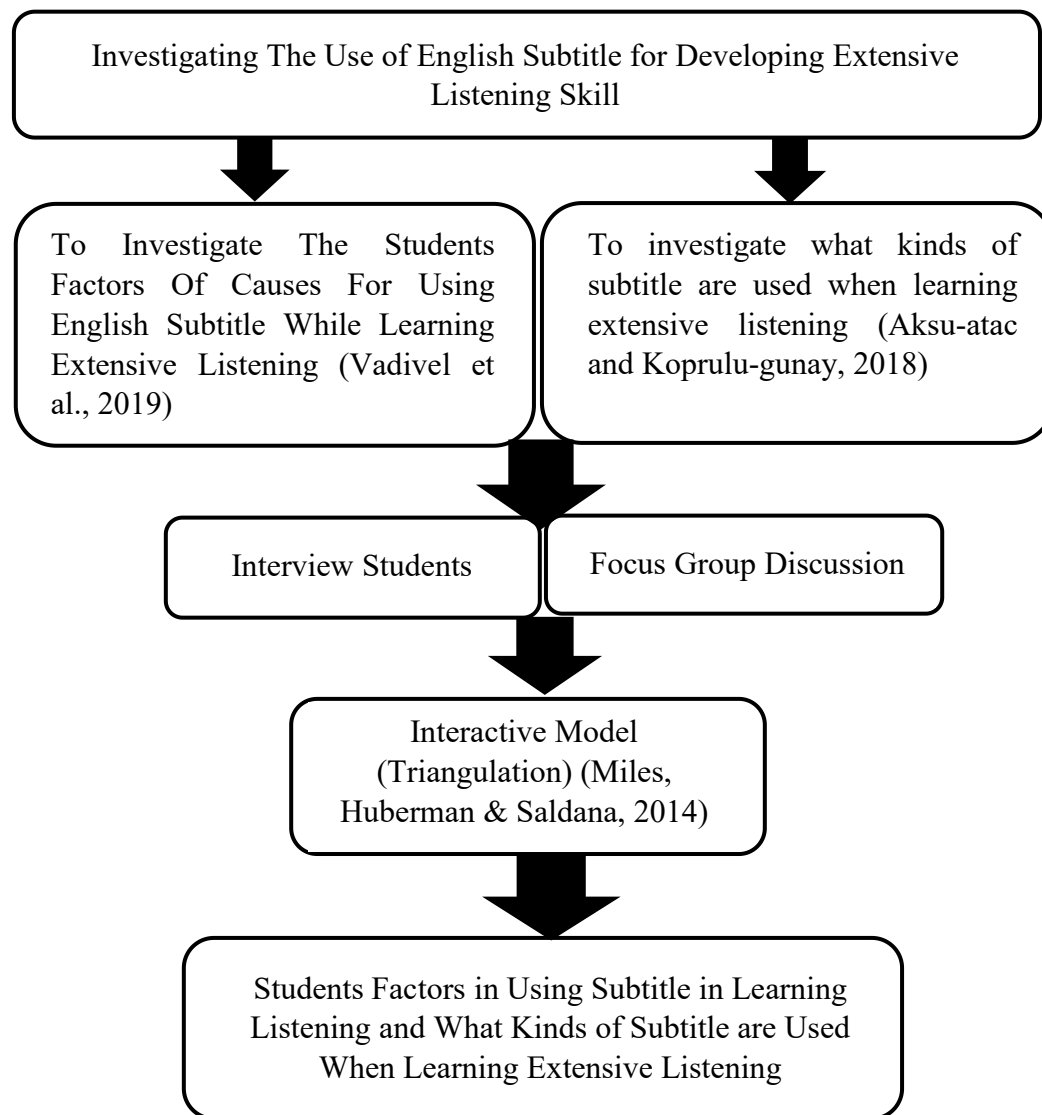


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 shows the theoretical framework of the study centers on the phenomenon of using subtitles for developing extensive listening skill. This research was conducted at one of the private universities in Indonesia. The researcher concentrates on the students investigating. Through interviews and Focus Group Discussion (FGD), Students are asked in depth about the use of subtitle to developing extensive listening. There are two aspects that is being researched is the Factors that lead to using subtitles by using the theory according

to Vadivel et al. (2019), namely L1 background, language ability, learning style and experience. And the types of subtitle theory according to Aksu-Ataç and Köprülü-Günay (2018), namely interlingual subtitles and intralingual subtitles. This study, the three stage analysis model of Miles, Huberman & Saldana (2014) was used to analyze the research data. also stated that this analysis can describe detailed data and interpret various aspects of the research topic. The theoretical framework depicts the interaction between participants and researchers while conducting research. Therefore, the result of data analysis will reveal the use of subtitles for developing extensive listening skill.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research reports the research procedure. The discussion in this chapter is divided into fifth sub chapters. The first is research design, the second is research setting and participants of the research, the third is technique of collecting the data, the fourth is technique of analyzing the data, and the fifth is trustworthiness.

3.1 Research Design

The study used a qualitative method, and the design is case study. Qualitative research is for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. According to Taherdoost (2022), the qualitative method is to address societies' scientific and practical issues and involve naturalistic and interpretive approaches to different subject matters. These methods utilize various empirical materials such as case studies, life experiences, and stories that show the routines and problems that individuals are struggling with in their lives through focusing on their in-depth meaning and motivations, which cannot be defined by numbers. According to Creswell (2013), case studies are a type of inquiry wherein a researcher provides a detailed analysis of a case, which is typically a program, event, activity, process, or one or more individuals. This type of inquiry is prevalent in many domains, including evaluation.

3.2 Setting and Participant

This research was conducted at a private university in Indonesia. The object of this research is 8 students in the fourth semester of the English

Education Study Program, with an average age of 20 - 22 years. In this study, participants were selected used a purposive sampling technique to obtain a sample that is in accordance with the research objectives and meets the required criteria. In this study, pseudonyms were used for ethical reasons. Respondents had the option of not answering any information that they did not want to share. In addition, they were also free to refuse to answer questions that made them uncomfortable.

3.3 Data Collection Techniques

When conducting qualitative research, the researcher needs a lot more specific and understandable information on the topic they are looking into. The researchers utilized interviews and Focus Group Discussion (FGD).

1. Interview

Interviews are used to provide more in-depth information. One common method of gathering data for qualitative research is the interview, which tries to shed light on people's experiences and the interpretations they make of them. The type of this interview will use a semi-structured interview. Semi-structured interviews consist of individual conversations between two participants. Semi-structured interviews were chosen because of the focus on the constitution of knowledge and the discursive constructions of the social and the self (Adeoye & Olenik, 2021). The interview technique can be understood as an interactive process in which the researcher asks questions to seek specific information (Dursun, 2023). An interview is a conversation between two or more people and takes place between an interviewee and an

interviewer. During interviews, information and ideas are gathered from participants via questions and answers, beliefs, and sentiments regarding various circumstances.

The researcher has prepared a set of questions, as well as open-ended interview questions. The participant's responses were recorded by the researcher used multiple notepads and a telephone recording device during the interview. Researcher only interviewed eight students online using zoom of 5th semester English language education students at a private university in Indonesia. A series of questions were asked of each student, which formed the basis of the research analysis.

2. Focus Group Discussion

Aside from interviews, focused group discussion takes place in a laid-back, casual setting to address specific issues. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues (Nyumba et al., 2018). The general aim of equalizing any perception, issue, topic, or specific interest in the workplace is the overarching. It will eventually result in fresh understandings and agreements about the topics under discussion.

Focus group discussion where there are multiple steps that needs to be completed. The first step is to decide what the aim or purpose of the focus group discussion (FGD), developed a set of questions that are pertinent to the objectives that have already been established. The second phase that needs to be completed before the FGD begins is gathering candidates. At this point,

the researcher can ascertain the backgrounds of the individuals who utilized. At this point, it is decided if it is the same or different. In the focus group discussion, students were divided into two groups, and each group consisted of 4 students.

3.4 Data Analysis Techniques

In this research, the researcher used interactive or triangulation data analysis proposed by Miles, Huberman & Saldana (2014) for analyzing the data. In this research. Data analysis consists of three streams of operations that occur concurrently: data condensation, data display, drawing and verifying conclusions. There were three steps to analyzed data through interactive analysis, namely:

1. The Initial Phase (Data Condensation)

One could refer to this stage as the data condensation procedure. The process of evaluating and condensing the vast volumes of data collected during the research process is known as data condensation. Data condensation entails choosing, centralizing, simplifying, abstracting, and modifying data in order to find patterns or themes important to research questions or hypotheses. Data condensation aims to facilitate data management and comprehension so that researchers may make inferences and recommendations based on the results. Data coding and classification, as well as data summarization and synthesis into themes or concepts that readers can understand, are common steps in this process. Researchers can find important results and study implications, as well as draw insightful conclusions that advance general area knowledge, by reducing data in this method. In order to build extensive

listening skills, the researcher gathers all the data related to the use of English subtitles.

2. Data Display

Presenting the data is the second phase. Presenting data entails arranging and displaying the information gathered throughout the investigation so that researchers may quickly assess and examine it. Data visualization, according to Miles, Hubberman & Saldana (2014), is the process of arranging, condensing, and converting data into a format that enables researchers to make inferences and recommendations based on the results. This process shows the study's themes and provides data on the reasons for students' employment of subtitles as well as the kinds of subtitles they employ when learning a lot of listening.

3. Drawing and Verifying Conclusions

Drawing conclusions is the last step in the analysis process. The process of combining and analyzing the information acquired and analyzed during the research process is known as the "drawing conclusions" step. Miles, Hubberman & Saldana (2014) state that in order to make conclusions, the data must first be analyzed in order to identify emerging themes and patterns. The findings must then be applied. Make arguments that are convincing and easy to understand.

3.5 Trustworthiness

In qualitative research, findings are often based on the interpretations and perspectives of the individuals participating in the study. Because of their

subjective nature, it is crucial to ensure that these findings are trustworthy. Creswell (2013, p.246) defined that qualitative findings are subjective, and establishing their trustworthiness is essential to establish their legitimacy and dependability. In qualitative research, the notion of trustworthiness is composed of several crucial components, including credibility, transferability, dependability, and confirmability. However, this research only used three of them, credibility, transferability, and confirmability.

3.5.1 Credibility

Credibility relates to the extent to which research accurately and honestly captures the reality or lived experiences of participants. Conducting research that ensures a high level of confidence in the research results is essential for research credibility. This criterion measures how far the researcher can convincingly demonstrate the accuracy of the findings based on the facts studied. Creswell (2013, p.246) In order to build credibility, it suggests strategies including extended fieldwork and triangulation of data sources, methodologies, and investigators. Triangulation increases the accuracy of interpretations by using several data sources or techniques to confirm findings from various perspectives. Therefore, in this research, it is known that credibility is the truth of the research, where the researcher's interpretation must follow the data obtained from the participants. Therefore, at this stage, the researcher used students' diaries and interviews to ensure whether the interpretation of the data is correct or not without deviating from the original meaning.

3.5.2 Transferability

Transferability refers to the extent to which qualitative research findings can be applied or transferred to other contexts/settings/groups that have similar characteristics. Transferability concerns the degree to which research findings can be applied to various context or situations. To make sure that the findings are transferable between the researcher and those being studied can be achieved by providing a clear description of the research context, participants (Creswell, 2013, p.246). This allows the reader to evaluate the applicability of the findings to other contexts.

3.5.3 Confirmability

Confirmability is neutrality or the extent to which findings are consistent and repeatable. This criterion emphasizes the objectivity and reliability of the research process, by attempting to provide a transparent picture of how conclusions were reached. Creswell (2013, p.247) defined confirmability is the degree to which the study findings are objective and unaffected by the prejudices or preferences of the researchers. The researcher used various approaches to enhance the confirmability of her findings, including debriefing with peers, member checking. Because to achieve confirmability, researchers must ensure that their findings are based on data and there is a clear audit trail. By demonstrating confirmability, researchers can provide assurance that their findings are an accurate reflection of participants' experiences and perspectives.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research findings and discussion. It was the result of research dealing with the students in using English subtitles for developing extensive listening. The result was the answer to the problem formulation to found out what factors encourage students to use English subtitles to develop extensive listening and what kinds of subtitles were used when learning extensive listening. 5th semester students were asked to participate in this study.

4.1 Research Finding

This chapter highlights some of the data that the researcher obtained through interviews and focus group discussions (FGD). In this study, the researcher recorded and transcribed the audio into written transcriptions. The researcher focuses on factors that encourage students to use English subtitles to develop extensive listening. The finding show there were two factor that encourage students in using subtitles those are internal and external factors. This finding is in line with theory proposed by Vadivel et al. (2019) there were two factors that causes of students in using subtitle, those are internal factor and external factor.

4.1.1 Internal Factors

Internal factors were conditions that come from within a person that affect their way of thinking. Based on the result of interviews and FGD. The internal factors that encourage students to use subtitles were causes by their

L1 background, language ability, learning style, and experience. The explanation described as follow:

a. L1 background

First language background refers to the language that a person first learn in childhood and is usually the most dominant language. L1 plays an important role in second or foreign language acquisition and has a significant impact in this process, including in the context of using subtitles for the learning of listening skill. It is also one that encourages students to used subtitles in understanding the target language. There are 6 students (S1, S2, S3, S4, S5, S6) who mentioned that their 1st language effect their understanding of English, because English is foreign language in Indonesia and it is not the second language so most of the students need assistant to get more comprehension while listening to English utterances. One of the tools that can assist them is by using subtitle while having listening activities whether inside classroom or outside classroom. Using audio or video combined with subtitles can be an effective way to support their auditory comprehension in a second language learning. As testified by students S1 and S4.

“Because English is not the second language in Indonesia, so I realize that I am still lack of English, I am not accustomed to speak English. Since Indonesia is my 1st language so English is still foreign language for me hence, I often need help to comprehend it by using subtitle.” (I/S1-LB)

“Yes, I find subtitles very helpful when my first language background does not match the language of the audio or native speakers. Even during situations where the audio is not clear” (I/S4-LB)

The results of these interviews were also supported by their focus group discussion, they said:

“Yes, because my language is difference, I still need subtitles for my language development” (F/S1-LB)

“Yes, because my first language does not match the target language” (F/S4-LB)

Not only Indonesian Language, the other language relates to their first language background also revealed by S2 & S5. They claimed that their mother language was Sundanese which is different from the first and target language hence they need subtitle to assist them in understanding the listening assessment while in class.

“Yes, of course. My first language is Sundanese which is different from my target language (English) and because I am not able to do without subtitles, I always use subtitles to make it clear what is being said” (I/S2-LB)

“I might use subtitles if the audio language or native speakers do not match my language background because my first language is Sundanese” (I/S5-LB).

The results of these interviews were also supported by their focus group discussion, they said:

“I often find difficulties to comprehend the auditory or listening video given by lecturer it is because in audio recorder or video I often found unfamiliar accents, fast speech moreover my first language is Sundanese hence, subtitle is used to help me” (F/S2-LB)

“Yes, because my first language Sundanese that’s right I use it because my first language background is different and I’m learning a language or trying to improve my listening skills, that’s why I use subtitles” (F/S5-LB)

Based on the result of the discussion, it can be conclude that almost all students feel that they use subtitles because their language background is different from the audio or native speaker, so they thought that subtitle is the feature that assist them in understanding the listening skill. As what Chan (2022) mentioned that first language background is one of the significant factors that influence a person decision to use subtitle. These factors include the level of language proficiency, differences in accents and dialects, limited exposure to the target language, and similarities of differences between the native language and the target language.

b. Language ability

Almost all students stated that they used subtitles because they had inadequate ability in English language not only listening but also three other English skills like speaking, writing and reading, in addition to the vocabulary, grammar, pronunciation. As the researcher found that there were five students (S1, S3, S4, S7, S8) who claimed that they used subtitles because they still lacked of vocabulary they often confused which words were produced by the speaker if they didn't see the subtitle, in addition to they confused to distinguish the sound produced by the speaker in audio. If they see the subtitle, it will be easier and assist their comprehension. As mentioned by (S1/S3/S4):

“I'm still lacking in vocabularies it is difficult for me to recognize what the speaker talking about. Hence, I use subtitles to help me in comprehend what the speaker talked about.” (I/S1-LA)

“For me as a second language learner who are lack of vocabulary, subtitles make it easy to connect target language vocabulary with my native language, accelerate comprehension of the new language, and reinforce language learning in real contexts.” (I/S3-LA)

“Lack of vocabulary that makes me hard to understand of what the native speaker talk about, if I have adequate vocabulary it must be easy for me to understand the listening skill” (I/S4-LA)

The results of these interviews were also supported by their focus group discussion, they said:

“One of the factors that make me use subtitle is having in adequate vocabulary, I do not know what the speaker talk about I confused which words he/she delivered hence I often use subtitle to help me understand the utterances” (F/S1-LA)

“Yes, I agree with my friends said, because when watching with subtitles, I may come across words that I didn't understand before. I can see these words in the context of the sentence, which helps to understand the meaning” (F/S3-LA)

“...Yes, I agree with my friend, lack of vocabulary is one of the factors that make us hard to understand, However, when watching using subtitles, I may come across words that I didn't understand before. I can see these words in the context of the sentence, which helps to understand the meaning” (F/S4-LA)

Besides vocabulary, three other students (S2, S5, S6) asserted that they were lack of grammar, pronunciation, fluency, speech speed, and comprehension. They felt that pronunciation sounded by the native speakers were different with what they often heard, the native speakers spoke too fast and they were confused of what they were talking about. Hence, they often switched on the subtitle feature in video or audio to

assist them in comprehending the material. As mentioned by student (S2, S5)

“I realize that factor that make me hard to comprehend the listening is lack of pronunciation, fluency. Hence, it is hard to understand the context of the video” (I/S2-LA)

“Since I learned through subtitle English content, I can practice listening and add new vocabulary, when I watch English videos I listen without looking at the screen so I know what is being said and after I do that stage I look at screen to find out where I went wrong. And it makes me improve little by little so I know what the audio is talking about” (I/S5-LA)

The results of these interviews were also supported by their focus group discussion, they said:

“Because I felt that I lack of pronunciation, So, subtitling allows me to observe how native speakers use language in everyday conversations, such as the use of idioms, how informal or formal conversations are. This helps me to develop my speaking skills naturally and more confidently, and to know the correct pronunciation when reading subtitles” (F/S2LA).

“When listening to the audio and reading the subtitles simultaneously, I would connect the spoken words with the displayed text. This helps to facilitate comprehension, especially when encountering with my weakness such different accents, speaking rates or pronunciations” (F/S5LA)

Based on interviews and FGDs above, it can be concluded that one of the factors that make students use subtitles while learning listening is lack of language ability like vocabulary, pronunciation, and accents. Due to those weaknesses so subtitle presence to be the assistance to help students comprehend the listening skill. As what Boltiziar and Munkova (2024) mentioned that students benefit from

developing listening skills and using subtitles when they are having trouble understanding things like fast speech, a strong accent, and unfamiliar words. They were also suggesting that subtitles can help students hear better, identify accents, group related speech, and learn new vocabulary.

c. Learning style

Although everyone's learning style and way of learning may be different, some students stated the use of video using subtitles is suitable for their learning style. It is easier for them and felt so interesting because the learning helped the learning process effectively. As the researcher found that there were six students (S1, S3, S4, S6, S7, S8) stated they were interested because the subtitled videos facilitated images that made students feel more thorough learning because it involved the visual and auditory senses simultaneously. While students (S2, S5) found felt that learning using subtitles enjoy and fun.

“Personally, I use subtitled videos because they display images that make me not bored watching them. I am also interested because subtitles help auditory comprehension so that I can better capture context and meaning” (I/S1-LS-)

“I feel interested in learning with subtitles because it facilitates the images, by seeing the visual scene and reading the subtitles, I can understand the context of the dialog. For example, the situation in the story becomes clearer which can make it easier for me.” (I/S6-LS-)

“Because my learning style is visual so, using subtitles make me interested because Subtitles facilitate learning by linking the text to the image or video being watched I can watch the video and learn at the same time” (I/S7-LS)

The results of these interviews were also supported by their focus group discussion:

“Because I love visuals and it is also one of my learning style, subtitles help visualize the words heard, reinforcing understanding through text” (F/S1-LS)

“...Yes, because learning using subtitles was interesting, I am comfortable learning casually and enjoy watching videos, so media using subtitles in videos gives me comfort to learn listening” (F/S6-LS)

“In my opinion, one of the learning listening with videos was very helpful and interesting because it is easily accessible, for me there are many platforms that provide videos, especially with subtitles that can facilitate foreign language learning, especially when I use it when listening skills are not at an advanced level it is very helpful” (F/S7-LS)

Based on the explanation above, most of the students having visual and auditory learning style and it is appropriate with the video subtitle which often used by the students while learning listening, students like to learn using it because it is interesting, easy to use and effective way. Subtitles facilitated images, and using subtitles feels enjoyable because they can watch to learn at the same time, with subtitles being one of the media chosen by students to learn extensive listening. According to Trisha (2018) learning style preferences showed how learners listening skills were affected by their preferred learning styles that feature audio and visuals. It can be concluded that students preferred learning styles, which significantly impact their learning skills, with subtitles being a popular choice for extensive listening.

d. Experience

Based on students interviews and focus group discussion, the students revealed positive experience of using subtitles. They asserted that they could bridge to better listening comprehension and had many benefits. Students (S1, S2, S3, S4, S5, S6, S7, S8) stated that they had positive experiences such as often feel satisfaction when they see a steady and gradual improvement in comprehending listening skill by using subtitle and become closer to the target language. As mentioned by student (S3,S4,S5):

“Based on my experience using subtitle, I think can found out the meaning of each word spoken by the audio, and before college I also often used subtitles for learning and felt that the media could help me to improve my listening” (I/S3-E).

“Based on my experience using subtitle, It was effective and there were many benefits, my previous experience was more comfortable using subtitles but in the future I will try to improve my skills by not using subtitles” (I/S4-E)

“From the 3rd semester I used subtitle because the course was getting more difficult and until now I use subtitle besides help my listening skill and I can get new vocabulary” (I/S5-E)

The results of these interviews were also supported by their focus group discussion, they said:

“can reduce the frustration of not understanding the spoken word and can keep I focused” (F/S3-E)

“I feel more confident in listening to and understanding a new language after using subtitles consistently” (F/S4-E)

“I think Subtitles help in understanding the content, especially in foreign languages or when the speaker's accent is difficult to understand” (F/S5-E)

Based on students' experience in learning with subtitles, students get a positive experience and had some advantages that could help improve listening comprehension. In research on students' experiences learning with subtitles. Khasanah et al. (2024) found that students' learning experiences in utilizing subtitles that subtitles facilitate understanding of the meaning and use of words in a particular context by providing visual representations along with the spoken word. It can be conclude students enjoy learning with subtitles, as they help them comprehend the meaning and usage of words in a given context.

Based on the description above, most of the students had their own internal factor to use subtitle while learning listening skill, almost in each internal factors' indicators students agreed that their first language, language ability, and learning style factors that causes students in using subtitle. Using subtitles makes it easier and can develop their extensive listening skills, and there are factors that encourage students to use subtitles, this could be seen from the most dominant internal factors in language ability and learning style, those who before using subtitles they still had difficulty when learning listening but after using subtitles, they began to develop their listening skills such as increasing vocabulary, starting to understand the contents of the video, and correcting pronunciation. while their learning style is very suitable for using subtitles because watching is a preferred thing to learn.

4.1.2 External Factors

External factor is conditions where the environment influenced how a person thinks, feels, and acts. Based on the result of interviews and FGDs with students. There were external factors that encourage students to use subtitles and in accordance with the theory of external factors by Vadivel et al. (2019) there are four indicators of external factors such as: video content, class size, resource access and motivation. Based on the findings the factors that encourage most students to use subtitle are explained as follows:

a. Video content

In the digital era, there was a lot of diverse content that can attract students to learn. Students (S1, S2, S3, S4, S5, S6, S7, S8) agreed that there were a lot of video content that could be used as listening learning material supported by subtitle feature. Which was often used by students mostly YouTube, Netflix and Duolingo. as expressed by (S1 and S2):

“English content was found a lot now that learners can just choose what to watch. I watch more often on video content like YouTube supported by subtitle feature (BBC learning, easy to English, vlog, cartoon), Duolingo” (I/S1-VC)

“For me, because there was a lot of learning content, that's why I learn listening through YouTube or video content rather than auditory content which easily access the subtitle feature (daily vlog, podcast), Netflix (film) by using subtitles” (I/S2-VC)

The results of these interviews were also supported by their focus group discussion, they said:

“I often used video content rather than auditory content, because I like to watch, listen and use the subtitle” (F/S1-VC)

“Yes, it was the video content that prompted me to use subtitles” (F/S2-VC)

Based on interviews and FGDs above, there was a great deal of varied contents available motivating students to learn. According to Alabsi (2020) learning through video and adding text applications showed superior performance and a significant positive impact. The majority of students agreed that there was a lot of video material available for used.

b. Class size

Based on students’ interviews and focus group discussions. Almost all students stated that class size does not affect the use of subtitles. Class size does not affect the effectiveness because students feel that they will still use subtitles when their listening is not proficient enough. As stated by students (S2, S5, S8):

“I don't think class size affects using subtitles because when learning listening I often use subtitles” (I/S2-CS)

“I don't think class size really affects it, I think listening learning depends on whether the audio device is clear or not and the effectiveness in the classroom, maybe when I study outside of class using videos I use subtitles because I still need help because I don't understand the meaning conveyed by the audio” (I/S5-CS)

“because my ability is still lacking so I don't think class size affects its use because I always use subtitles.” (I/S8-CS)

The results of these interviews were also supported by their focus group discussions, they said:

“I still use subtitles in large classes or small classes so class size doesn't matter to me.” (F/S1CS)

“For me, the size of the class does not affect whether it is small or large because I will still learn outside the classroom use subtitle” (F/S5CS)

“I don't think it affects me because when I listen to videos that I don't understand the content, I definitely use subtitles” (F/S8CS)

Based on the result of interviews and FGDs, it can be concluded that almost all students argue that class size does not affect students' use of subtitles, in large classes or small classes students still use subtitles. According to Chan (2022) mentioned stated students use of subtitle is not directly related to class size. But rather is more influenced by individual needs in understanding the material or language used.

c. Resource access

Based on students interviews and focus group discussion. Almost all students stated that resource access did not affect the use of subtitles. Access to resources, as a student support tool is not a major determinant in students' decisions regarding the use of subtitles. This suggests that the use of subtitles is more individualized and influenced by the needs and learning strategies of each student.

“In my opinion, it is easy to access, even if I am not connected to internet access it is not a problem because I can still watch videos with subtitles that I downloaded earlier, so I do not need internet access during the learning process” (I/S4-RA)

“I think services like YouTube, Netflix, and so on provide subtitles directly for their videos. so I don't have to make any extra effort to look for them or require special access to additional resources.” (I/S7-RA)

The results of these interviews were also supported by their focus group discussions, they said:

“They are also websites like TED, Duolingo and BBC Learning English offer video content with subtitles specifically designed for language learners” (F/S4-RA)

“I think nowadays, subtitles are widely available on various streaming platforms, learning apps, or educational materials. Therefore, access to subtitles is no longer a major technical obstacle for me”(F/S7-RA)

Based on the results of the interviews and FGDs above, it can be concluded that all students stated that resource access was not a reason for students to use subtitles because resource access was only a supporting tool to facilitate, not a factor that encourages the use of subtitles. Subtitles can be used offline and there are many platforms that already provide subtitles. According to Panagiotidis et al. (2023), the relationship between the use of technological tools and motivation in the context of language learning, as digital technology becomes more sophisticated, tools and their applications can be used inside and outside the classroom. In both formal and informal settings, to increase student motivation.

d. Motivation

To achieve certain goals, such as motivating students to learn, developing listening skill, the used of subtitles can be a strategic tool. students (S1,S2,S3,S4,S5,S6,S7,S8) stated that they would be more motivated to utilize subtitles as a way to improve listening skills because there is a clear target to be achieved.

“Yes, it can increase motivation because it provides visual support that reduces difficulty. In this way, subtitles not only improve listening skills but also have a positive impact on students' motivation and attitude towards learning” (I/S1-M)

“In my opinion, using subtitle is motivating by using it, we understand what the video is about. and motivates me to continue learning by improving listening because the media already exists and is easily accessible to me” (I/S2-M)

The results of these interviews were also supported by their focus group discussions, they said:

“I think subtitles serve as a support mechanism for understanding speech that may be too fast, unclear or accented” (F/S1-M)

“Subtitles help me with not understanding spoken content, especially learners like me who are struggling with listening skill, the presence of subtitle can motivate me in continuing learning listening skill” (F/S2-M)

However, the other two students (S7 & S8) stated that the subtitles provided comfort to them so that they were motivated to learn.

“I think it boosts my confident, subtitles help me feel more confident in understanding spoken language. When I can catch the meaning of what is being said, even if the audio is fast or difficult, I am less likely to feel discouraged, which motivates me to keep learning and practicing” (I/S7-M)

“Using subtitle also encourages independent in learning, with subtitles I can independently engage in listening exercises through movies, series, podcasts or other media. this can foster a greater sense of responsibility and enthusiasm for learning.” (I/S8-M)

The results of these interviews were also supported by their focus group discussions, they said:

“I feel more confident because I am not left behind in understanding. This increased confidence encouraged me to be more active and study harder” (F/S7-M)

“I think Without subtitles, I might find it frustrating not being able to catch everything that is heard. Subtitles help reduce this stress by providing visuals, so I'm more relaxed and more focused on learning without excessive pressure” (F/S8-M)

Using subtitles can also influence students' motivation in understanding the listening skill. As it is stated by Azizah and Yaumi (2018) who mentioned that teaching listening through the use of subtitled films helps students become more motivated and proficient listeners. In addition, there is a significant effect of using movie subtitles in increasing students motivation in listening.

From the explanation above, it can conclude that factor that encourage students to use subtitle also can be caused by external factor like video content, class size, resource access and motivation. Among those four external factors, video content and motivation were the most factors that cause students to use subtitle. However, other two factors like class size and resources access were not students' reasons to use subtitle.

4.1.3 Types of Subtitle

Types of subtitles are usually used for various purposes and needs. The theory of types subtitle by Aksu-Ataç and Köprülü-Günay (2018) stated that there are two types of subtitles such as: interlingual and intralingual. Therefore, the researcher wants to know what kinds of subtitles were used while learning extensive listening.

a. Interlingual

Interlingual is the dialogue in the original video which translated into another language. Based on the interviews and FGDs, researcher found five students (S1,S3,S4,S7,S8) who use interlingual subtitles. One of the reasons why they use this type of subtitle because this type facilitated their first language which can be easier for them to comprehend the English language. As stated by students (S1, S3):

“I often use interlingual subtitle because it translates to my first language, so it is easier for me to understand the utterances. However, If I use the whole content of the video using intralingual I am not sufficiently capable.” (I/S1-IE)

“I use Indonesian subtitle even my listening assignment is in English, and it is more often, when the native speaker speaks quickly I use interlingual” (I/S3-IE)

The results of these interviews were also supported by their focus group discussions, they said:

“I use because by watching content in a foreign language and using subtitles in my native language, I can learn new vocabulary and see how the words translate in the right context” (F/S1-IE)

“I use the Indonesian subtitle, because if I use a language other than my mother tongue, I lack confidence and hard to be understood” (F/S3-IE)

b. Intralingual

Intralingual is the subtitle use the same language as the audio. Based on the interviews and FGDs, researcher found three students (S2,S5,S6) that used intralingual subtitles. One of the reasons was because they need the clarity of the words that delivered is the right

words that written in the subtitle, moreover they did it to improve their vocabulary and pronunciation skill. As stated by students (S2, S5):

“I more often use intralingual because I want to know and improve my vocabulary and pronunciation skill” (I/S2-IA)

“I use intralingual subtitles, because I can listen to the dialog while reading the text in the same language. This helps in catching words that may be missed or hard to hear, especially in different accent” (I/S5-IA)

The results of these interviews were also supported by their focus group discussions, they said:

“I Use intralingual so that I can be more confident and improve my skill” (F/S2-IA)

“I often use English to English subtitles, so I force myself to get used to using English subtitles” (F/S5-IA)

From the description above, it can be concluded that most of the students (5 students) more often used interlingual subtitles because they were still in the learning stage and the subtitle used are Indonesian-English. While three other students use the intralingual such as English to English, student only want to know the extent of their ability to used English subtitle and to challenge students whether they are confident using English subtitle. According to Matielo (2018) to understand the content with the help of translation, the use of intralingual subtitles can provide a useful additional challenge. For an optimal combination, interlingual subtitles can be used as a starting point, then switch to intralingual to deepen listening.

4.2 Discussion

Subtitles as learning media are quite interesting, one of which is for language learning. The purpose of this study was to investigate the use of English subtitles to develop extensive listening. Therefore, the researcher focused on what factors encourage students to use subtitles. This research used Vadivel et al. (2018) subtitle theory. They mentioned there are two factors that cause students to use subtitles: those are internal factors and external factors. Internal factors are elements or conditions that come from within a person that influence how they think. This factor includes L1 background, language ability, learning style, and experience. While external factors are elements or conditions that come from the external environment that influence how a person thinks, feels, and acts. This factor includes video content, class size, resource access and motivation. Besides the factors that encourage students to use subtitles, this study also identified types of subtitles that are used when learning extensive listening. This type of subtitle is taken from Aksu-Ataç and Köprülü-Günay (2018) theory. They stated that there are two types, namely interlingual and intralingual. Interlingual is the dialogue in the original video is translated into another language. Meanwhile intralingual is defined as the subtitles use the same language as the audio.

Based on the finding factor that causes students in using subtitles are caused by two factors, however the finding suggested that most of the students use subtitles based on their internal factors. There are several indicators in internal factor such as L1 background, language ability, learning

style and experience. There two dominant internal factor that causes students in using subtitle, the first is language ability they asserted that they have limited language skills such as not being able to distinguish accents, not knowing pronunciation and lacking vocabulary, because of those factors they use subtitle in order to help them in developing pronunciation, vocabulary and know what accent is used. The second internal factor that causes students to use subtitle is learning style. Most of the students mentioned that they enjoyed learning with audio visuals which represented and displayed in video subtitle. This is in accordance with most of their learning style that is audio and visual learning style. There are several indicators in external factor such as video content, class size, resource access and motivation. The most dominant is video content because there are many videos that support students to learn listening using subtitles and many platforms provide free subtitles. And their motivation to use subtitles to learn listening, students are motivated to learn listening independently because it makes it easier for students to learn at any time. This finding is in line with the findings of Nurfauziah et al. (2023) which showed that using English subtitles when watching movies is a self-learning strategy that is considered effective for learning vocabulary because respondents feel learning becomes fun, interesting and motivated to learn. In addition, Bostanci (2022) revealed that positive attitude of ESL students towards the use of subtitle when watching movies with subtitles affects their vocabulary knowledge. Watching movies with subtitles performed better than those watching movies without subtitles.

Revealed that, the use watching movies with subtitles intensively affects the vocabulary knowledge of ESL students.

The second finding is related to types of subtitles that students use when learning extensive listening. According to Aksu-Ataç and Köprülü-Günay (2018) theory there are two types of subtitle those are interlingual and intralingual. Students mostly use interlingual subtitles because it accelerates language acquisition using interlingual subtitles allows language learners to listen to how words are spoken in the original language, while viewing the translation. This can speed up the learning process as students feel they see a direct connection between the two languages. Simultaneously listening and reading practice users can practice listening and reading skills in the target language simultaneously, which helps strengthen understanding of the context in the video. Meanwhile, those who use intralingual (English to English) want to know the extent of their listening abilities and to challenge students to see whether they are able to use intralingual subtitles. The findings are in line with the findings of Chan (2022) he stated that reading texts in the first language helps second language learners to perform better in an academic environment. This has implications for educational pedagogy in terms of enabling second language learners to reach their full academic potential unhindered by potential language barriers. In addition, Pratama et al. (2021) which stated in the findings that interlingual subtitles make a positive contribution to students as a solution and can help students in understanding content such as explanatory texts. Interlingual subtitles incorporated into

videos can be used as one of the alternative learning media that can be an effective strategy to improve second language learners academic performance, fostering a more inclusive and supportive learning environment.

Based on the result of this study, the use of subtitles to develop extensive listening gives a positive result. After investigating students in using subtitles, it turns out that they can develop their extensive listening, and it turns out that subtitles have been widely used by students for their extensive listening in class and outside the classroom. Some participants also stated that using subtitle listening is an easier and very helpful media. In line with the research findings of Valizadeh (2021) she mentioned that the using subtitled films are interesting, motivating, and authentic and as mediators and facilitators by EFL teachers and learners. In addition to the finding of Nakamura and Spring (2020) who claimed that watching subtitled videos can help EFL learners' general language improvement and can focus on the language in it. Watching videos with subtitle can help for learners general language improvement, such as reading skills, not just listening skills.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on what has been discussed, presented and analyzed in the previous chapters, it can be concluded that among two factors (internal and external) the Internal factors such as L1 background, language ability, learning style, and experience becomes the most factor that causes students to use English subtitle. Among four indicators, the most dominant internal factors are language ability and learning style. Most of the students claimed that they have insufficient ability in English such having limited skills in distinguishing accents, not knowing pronunciation and lacking vocabulary, hence they use subtitle to help them to comprehend what the speakers talk about. In regard with learning style, most of the students claimed that using subtitle relate to their learning style. They estimated that their learning style is auditory and visual. Hence one of the factors that make students interest in using subtitle because they fond of the visual and audio that appeared in video while displaying the subtitle. While in external factors the most external factor that encourage students in using subtitle is the availability of the various video content and motivation.

In regard with types of subtitle use by students, most of the students use the interlingual subtitle they felt that interlingual subtitle can accelerate the language acquisition by allowing them to listen to the original language while watching the translation, thereby improving their understanding of the context in the video.

5.2 Recommendation

Based on the conclusion above, the researcher would give the suggestion for:

1. For English teacher, it is expected to be able to explore result of student investigations in using subtitles for listening learning, so that teacher know what media to use to develop especially extensive listening used inside and outside the classroom.
2. For student, this study provides information on the result of investigation from students on how students engage in learning using subtitle. The researcher suggests participants to share information with other students about how students experience listening learning using subtitles in class and outside the classroom so that the research.
3. For future researchers, the information from the research may become references or ideas for the next researchers to conduct the study about the use of subtitles. Future researchers in similar areas can extend or deepen the aspects that have been investigated, such as further examining the impact of the use of subtitles on other language skills or testing the effectiveness of subtitles in different learning contexts. In doing so, their researchers can make an additional, more comprehensive contribution to the understanding of the role of subtitles in English language learning.

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APPENDICES

Appendix 1. Interview Guidelines

- a. To investigate the students' factors of causes for using English subtitles while learning extensive listening

Theory	Aspect	Indicator	Question
(Vadivel et al. 2019)	Internal factors	<ol style="list-style-type: none"> 1. L1 background 2. Language ability 3. Learning style 4. Experience 	<ol style="list-style-type: none"> 1. Do you use subtitles because your first language background does not match the audio/native speaker?? 2. What encourage you to use subtitle because of language ability,does your listening ability improve by using subtitles? 3. Why are you interested in using subtitles to increase extensive listening? 4. When learning extensive listening using subtitle, do you think it helps effectively? ? 5. What experiences did you have while learning through subtitle? 6. Can you tell me how you felt when you learn to listen extensive using English subtitles? ?
	External factors	<ol style="list-style-type: none"> 1. video content 2. Class size 3. Resource access 4. Motivation 	<ol style="list-style-type: none"> 7. What video content do you often view for extensive listening lessons? 8. What class size affect the effectiveness of using subtitles in listening lessons?explain! 9. Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen? 10. Can the use of subtitles increase students' motivation in learning listening?

- b. To investigate what kinds of English subtitles are used when learning extensive listening

Theory	Aspect	Indicator	Question
(Aksu-Ataç and Köprülü-Günay, 2018)	Interlingual	Use of different language	11. Do you use interlingual subtitles for learning listening? 12. Do you think using the different language can improve your listening skills?
	Intralingual	Use of the same language	13. Do you use intralingual subtitles for learning listening? 14. Why did you choose to use Intralingual subtitles in your language learning?

Appendix 2.
Coding Translation

Aspects	Indicator	Sub Indicator	Code
Data Source	Interview FGD		I- F-
Student	Student 1 Student 2 Student 3 Student 4 Student 5 Student 6 Student 7 Student 8 Student 9 Student 10	AN NR A TA IH DAP II KKM HOR MDA	S1 S2 S3 S4 S5 S6 S7 S8 S9 S10
Factors	Internal	L1 background Language ability Learning style experience	LB LA LS E
	External	Video content Class size Resource access Motivation	VC CS RA M
Types	Interlingual	Use different language	IE
	Intralingual	Use the same language	IA

Appendix 3.

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Friday, 20 September 2024

Place : Zoom meeting

Time : 08:00 - 08:25

Interviewer : Researcher

Interviewee : Student 1

Student Initial : AN

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S1-LB-1
S-1	<i>Because English is not the second language in Indonesia, so I realize that I am still lack of English, I am not accustomed to speak English. Since Indonesia is my 1st language so English is still foreign language for me hence, I often need help to comprehend it by using subtitle.</i>	Different language	I/S1-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S1-LA-2
S-1	<i>I'm still lacking in vocabularies it is difficult for me to recognize what the speaker talking about. Hence, I use subtitles to help me in comprehend what the speaker talked about,</i>	Improve vocabulary	I/S1-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S1-LS-3
S-1	<i>Personally, I use subtitled videos because they display images that make me not bored watching them. I am also interested because subtitles help auditory comprehension so that I can better capture context and meaning.</i>	Increasing listening interest	I/S1-LS-ILI
R	When learning extensive listening using subtitle, do you think it helps effectively?		S1-LS-4
S-1	<i>Yes effective, subtitle help learners understand context and conversation, and it is essential for capturing meanings that may not be clear just by listening</i>	Improve understanding	I/S1-LS-IU
R	What experiences did you have while learning through subtitle?		S1-E-5
S-1	<i>My experience can find a learning media to develop my listening, namely subtitles. subtitles provide many benefits when watching videos such as films from various countries, which use English subtitles can help understand accents that may be difficult to catch just by listening.</i>	Positive experience	I/S1-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S1-E-6
S-1	<i>I feel more focused using English subtitles because I can focus more on language structure and intonation.</i>	Focused	I/S1-E-F

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	What video content do you often view for learning extensive listening?		S1-VC-7
S-1	<i>English content is found a lot now that learners can just choose what to watch. I watch more often on YouTube (BBC learning, easy to English, vlog, cartoon), Duolingo</i>	Offering various video content	I/S1-VC
R	What does class size affects of using subtitles in learning listening?explain!		S1-CS-8
S-1	<i>In my opinion, it doesn't matter in big or small classes, sometimes I learn to focus more with subtitles so I study more often with subtitles.</i>	Not affect	I/S1-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S1-RA-9
S-1	<i>I use subtitle because my skill less proficient no encourage, resource access as a facility only to support</i>	No encourage	I/S1-RA
R	Can the use of subtitles increase students motivation in learning listening ?		S1-M-10
S-1	<i>Yes, it can increase learning motivation as it provides visual support that reduces difficulty. In this way, subtitles not only improve listening skills, but also have a positive impact on students' motivation and attitude towards learning.</i>	Increase positive impact	I/S1-M

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Do you use interlingual subtitles for learning listening?		S1-IE-11
S-1	<i>I often use interlingual subtitle because it translates to my first language, so it is easier for me to understand the utterances. However, If I use the whole content of the video using intralingual I am not sufficiently capable.</i>	Use often interlingual	I/S1-IE
R	Do you think using the different language can improve your listening skill?		S1-IE-12
S-1	<i>I think improve, because those who previously did not know vocab became aware</i>	Offering vocabulary	I/S1-IE-OV
R	Do you use intalingual subtitles for learning listening?		S1-IA-13
S-1	<i>I rarely use intralingual, because I'm not proficient enough yet.</i>	rarely use intralingual	I/S1-IA-RU
R	Why did you choose to use Intralingua subtitles in your language learning?		S1-IA-14
S-1	<i>maybe I use intralingual types very rarely and once in a while I like to challenge myself by using English subtitle</i>	To challenge student	I/S1-IA-TCS

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : **Friday, 20 September 2024**

Place : **Zoom meeting**

Time : **20:00 - 20:22**

Interviewer : **Researcher**

Interviewee : **Student 2**

Student Initial : **NR**

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S2-LB-1
S-2	<i>Yes, of course. My first language is Sundanese which is different from my target language (English) and because I am not able to do without subtitles, I always use subtitles to make it clear what is being said</i>	Different language	I/S2-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S2-LA-2
S-2	<i>I realize that factor that make me hard to comprehend the listening is lack of pronunciation, fluency. Hence, it is hard to understand the context of the video</i>	Improve pronunciation	I/S2-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S2-LS-3
S-2	<i>I learning with subtitles is fun because of the natural entertainment and education. Subtitles were often used in movies, series, or videos that catch my attention. Learning becomes part of a leisure activity like watching, so I can learn at the same time.</i>	Makes learning more fun	I/S2-LS-MLMF
R	When learning extensive listening using subtitle, do you think it helps effectively? Explain!		S2-LS-4
S-2	<i>I think really helps to know the overall main idea and understanding in the content.</i>	Improve understanding	I/S2-LS-IU
R	What experiences did you have while learning through subtitle?		S2-E-5
S-2	<i>Personally, learning through subtitles provided many positive experiences for me, especially in improving my language comprehension and listening skills.</i>	Positive experience	I/S2-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S2-E-6
S-2	<i>For me, I feel confident because getting help such as movies can improve the pronunciation of words as well and often follow what the actors say.</i>	confident	I/S2-E-C

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	What video content do you often view for learning extensive listening?		S2-VC-7
S-2	<i>For me, because there is a lot of learning content, that's why I learn listening through YouTube (daily vlog, podcast), Netflix (film) by using subtitles</i>	Offering various video content	I/S2-VC
R	What class size affects of using subtitles in learning listening?		S2-VC-8
S-2	<i>I don't think class size affects using subtitles because when learning listening I often use subtitles</i>	Not affect	I/S2-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S2-RA-9
S-2	<i>In my opinion, it is easy to find learning video media that has subtitles, we just have to choose it and it supports my listening learning, but I use subtitles because I don't really understand what the audio is saying, when I listen to the audio the conversation is fast or it is difficult for me to hear so I use subtitles.</i>	Not encourage	I/S2-RA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Can the use of subtitles increase students motivation in learning listening ?		S2-M-10
S-2	<i>In my opinion,very motivating by using subtitles we understand what the video is about. and motivates me to continue learning by improving listening because the media already exists and is easily accessible to me.</i>	Motivates to keep learning	I/S2-M
R	Do you use interlingual subtitles for learning listening?		S2-IE-11
S-2	<i>I think rarely used, because my first language is Indonesian, I don't want to be stuck with continuing to use Indonesian subtitles.</i>	rarely used interlingual	I/S2-IE-RU
R	Do you think using the different language can improve your listening skills?		S2-IE-12
S-2	<i>I think it's more focused on improving vocabulary</i>	Offering vocabulary	I/S2-IE-OV
R	Do you use intralingual subtitles for learning listening?		S2-IA-13
S-2	<i>I more often use intralingual because I want to know and improve my vocabulary and pronunciation skill</i>	more often intralingual	I/S2-IA-MO
R	Why did you choose to use Intralingua subtitles in your language learning?		S2-IA-14
S-2	<i>I use intralingual, namely english to english, to find out how far my ability to use intralingual.</i>	Knowing students' abilities	I/S2-IA-KSA

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Friday, 20 September 2024

Place : Zoom meeting

Time : 20:25- 21:00

Interviewer : Researcher

Interviewee : Student 3

Student Initial : A

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S3-LB-1
S-3	<i>Yes, because of the language difference between my target language and the content's native language</i>	Different language	I/S3-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S3-LA-2
S-3	<i>For me as a second language learner, subtitles make it easy to connect target language vocabulary with my native language, accelerate comprehension of the new language, and reinforce language learning in real contexts.</i>	Improve vocabulary	I/S3-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S3-LS-3
S-3	<i>I am interested in learning listening using subtitles because video learning provides a lot of spectacle that keeps me from getting bored.</i>	Increasing listening interest	I/S3-LS-ILI
R	When learning extensive listening using subtitle, do you think it helps effectively? Explain!		S3-LS-4
S-3	<i>I think effective and helpful in understanding the overall content of the video</i>	Improve understanding	I/S3-LS-HU
R	What experiences did you have while learning through subtitle?		S3-E-5
S-3	<i>My experience I gained a range of experience fro learning with subtitle that are highly beneficial for language acquisition, particularly when it comes to listening and comprehending context.</i>	Provide many benefits .	I/S3-E-PMB
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S3-E-6
S-3	<i>I sometimes feel afraid of getting addicted to using subtitles because I already feel comfortable because it is more helpful.</i>	Fear of dependency	I/S3-E-FD
R	What video content do you often view for learning extensive listening?		S3-VC-7
S-3	<i>Action, cartoon and many more because its easy to find and lots of choices</i>	Offering various video content	I/S3-VC

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	What class size affects of using subtitles in learning listening?explain!		S3-CS-8
S-3	<i>This does not have an effect if the number of students is large or small because of my lack of listening skills, so learning is not focused, so I sometimes learn to listen by myself outside of class hours by using subtitle videos.</i>	Not affect	I/S3-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S3-RA-9
S-3	<i>It's easy especially with so many apps to reference from outside of learning but to encourage me use subtitle because lack of listening</i>	No encourage	I/S3-RA
R	Can the use of subtitles increase students motivation in learning listening ?		S3-M-10
S-3	<i>Very motivated to continue learning because the use of subtitle media is quite easy to use to improve listening skills</i>	Motivates to keep learning	I/S3-M
R	Do you use interlingual subtitles for learning listening?		S3-IE-11
S-3	<i>I use Indonesian subtitle even my listening assignment is in English, and it is more often, when the native speaker speaks quickly I use interlingual</i>	Use more often	I/S3-IE
R	Do you think using the different language can improve your listening skills?		S3-IE-12
S-3	<i>want to deepen understanding of a foreign language, easier to understand accents and dialects</i>	offers convenience	I/S3-IE

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Do you use intralingual subtitles for learning listening?		S3-IA-13
S-3	<i>I rarely use, mastery level I am not yet proficient enough in the target language</i>	Rarely use intralingual	I/S3-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S3-IA-14
S-3	<i>because I think it improves English to English because I can see how well I understand the content of the video</i>	Knowing students abilities	I/S3-IA

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Saturday, 21 September 2024

Place : Zoom meeting

Time : 19:00 - 19:30

Interviewer : Researcher

Interviewee : Student 4

Student Initial : TA

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S4-LB-1
S-4	<i>Yes, Its true I find subtitles very helpful when my first language background does not match the language of the audio or native speakers. Even during situations where the audio is not clear</i>	Not the same as the target language	I/S4-LB
R	What encourage you to use subtitle because of language ability,does your listening ability improve by using subtitles?		S4-LA-2
S-4	<i>Lack of vocabulary that makes me hard to understand of what the native speaker talk about, if I have adequate vocabulary it must be easy for me to understand the listening skill</i>	Improve vocabulary	I/S4-LA

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S4-LS-3
S-4	<i>Because my listening is lacking, I am interested in watching videos if there are subtitle, I feel interested because it makes it easier</i>	Increasing listening interested	I/S4-LS-IWOC
R	When learning extensive listening using subtitle, do you think it helps effectively?		S4-LS-4
S-4	<i>Its more effective to use subtitle, because it's easy to understand but sometimes there's confusion using subtitle</i>	Improved understanding	I/S4-LS-SETU
R	What experiences did you have while learning through subtitle?		S4-E-5
S-4	<i>It was effective and there were many benefits, my previous experience was more comfortable using subtitles but in the future I will try to improve my skills by not using subtitles.</i>	Positive experience	I/S4-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S4-E-6
S-4	<i>I feel I can focus more on the content of the video by using subtitles.</i>	Focus	I/S4-E-F
R	What video content do you often view for learning extensive listening?		S4-VC-7
S-4	<i>There are actually lots of them, but I often use such as film, conversation, Netflix, Telegram, TikTok</i>	Offering various video content	I/S4-VC

Student s & Researc her Code	Statement (Raw Data)	Key point	Final Code
R	What class size affects of using subtitles in learning listening?explain!		S4-CS-8
S-4	<i>In my opinion, it doesn't have any effect. In fact, using subtitles can make learning more active and every time you listen, there are subtitles. I think both small and large classes still need subtitles.</i>	Not affect	I/S4-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S4-RA-9
S-4	<i>In my opinion, even if I am not connected to internet access it is not a problem because I can still watch videos with subtitles that I downloaded earlier, so I do not need internet access during the learning process</i>	Not encourage	I/S4-RA
R	Can the use of subtitles increase students motivation in learning listening ?		S4-M-10
S-4	<i>Yes, I feel motivated in learning especially listening because I use subtitles to make it easier for me, it's just my willingness to learn that needs to be improved.</i>	Motivates to keep learning	I/S4-M
R	Do you use interlingual subtitles for learning listening?		S4-IE-11
S-4	<i>Sometimes I used, maybe when I watch videos that are longer in duration such as movies</i>	Used interlingual	I/S4/IE

Student s & Researc her Code	Statement (Raw Data)	Key point	Final Code
R	Do you think using the different language can improve your listening skills?		S4-IE-12
S-4	<i>I think improve because it helps a lot such as immediately knowing the content of the video and we don't need to translate again if we don't know new vocabulary, subtitle can help reach more people because not everyone speaks the same language</i>	offers convenience	I/S4-IE
R	Do you use intralingual subtitles for learning listening?		S4-IA-13
S-4	<i>I also use intralingual, when watching videos with less heavy themes.</i>	Use intralingual	I/S4-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S4-IA-14
S-4	<i>I think more about whether my understanding of the content is improved through intralingual subtitles such as using English to English subtitles to understand dialog, catch missed words, or clarify complicated or fast speech.</i>	Knowing students abilities	I/S4-IA

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Saturday, 24 September 2024

Place : Zoom meeting

Time : 20:00 - 20:40

Interviewer : Researcher

Interviewee : Student 5

Student Initial : IH

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S5-LB-1
S-5	<i>I might use subtitles if the audio language or native speakers do not match my background because first language is Sundanese</i>	Different language	I/S5-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S5-LA-2
S-5	<i>Since I learned through subtitle English content, I can practice listening and add new vocabulary, when I watch English videos I listen without looking at the screen so I know what is being said and after I do that stage I look at my screen to find out where I went wrong. And it makes me improve little by little so I know what the audio is talking about</i>	Improve vocabulary	I/S5-LA

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S5-LS-3
S-5	<i>because the subtitles show videos that I can watch about anything which makes me enjoy learning listening skills more and makes me interested and learning pins more flexible and more fun.</i>	Makes learning more fun	I/S5-LS-MLMF
R	When learning extensive listening using subtitle, do you think it helps effectively?		S5-LS-4
S-5	<i>It is helpful to understand to practice extensive listening as it offers a lot of insight into what accents are used and how to pronounce them correctly.</i>	Improve understanding	I/S5-LS-H
R	What experiences did you have while learning through subtitle?		S5-E-5
S-5	<i>From the 3rd semester I used subtitle because the course was getting more difficult and until now I use subtitle and I can get new vocabulary</i>	Positive experience	I/S5-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S5-E-6
S-5	<i>I feel confident that learning with subtitles will develop my listening skills</i>	Confident	I/S5-E-C
R	What video content do you often view for learning extensive listening?		S5-VC-7
S-5	<i>Maybe the content isn't heavy such as YouTube (movie, news,podcast, watch English material)</i>	Offering various video content	I/S5-VC

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	What class size affects the effectiveness of using subtitles in learning listening?		S5-CS-8
S-5	<i>I don't think class size really affects it, I think listening learning depends on whether the audio device is clear or not and the effectiveness in the classroom, maybe when I study outside of class using videos I use subtitles because I still need help because I don't understand the meaning conveyed by the audio.</i>	Not affect	I/S5-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S5-RA-9
S-5	<i>I think in this day and age accessing videos is easy, especially since wifi and internet are fast and widely available like this campus so there is no reason to study, but to encourage me use subtitle because my listening is lack</i>	Not encourage	I/S5-RA
R	Can the use of subtitles increase students motivation in learning listening ?		S5-M-10
S-5	<i>when I saw my friend who was quite proficient in listening I felt insecure about my listening skills which were still lacking and I used subtitles slowly to learn listening I think subtitles provide positive things for me to continue learning listening</i>	Increase positive impact	I/S5-M

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use interlingual subtitles for learning listening?		S5-IE-11
S-5	<i>I use it, with interlingual subtitles, I can listen to the dialog while reading the text in the same language. This helps in catching words that may be missed or hard to hear, especially in different accents or fast-paced conversations.</i>	use interlingual	I/S5/IE
R	Do you think using the different language can improve your listening skills?		S5-IE-12
S-5	<i>I think improve, know a lot of vocabulary</i>	Offering vocabulary	I/S5-IE-OV
R	Do you use intralingual subtitles for learning listening?		S5-IA-13
S-5	<i>I use intralingual subtitles, because I can listen to the dialog while reading the text in the same language. This helps in catching words that may be missed or hard to hear, especially in different accent</i>	Use intralingual	I/S5-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S5--1A-14
S-5	<i>To knowing my skills are, especially in vocabulary.</i>	Knowing students abilities	I/S6-IA-KSA

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Saturday, 25 September 2024

Place : Zoom meeting

Time : 19:00 - 19:30

Interviewer : Researcher

Interviewee : Student 6

Student Initial : DAP

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S5-LB-1
S-6	<i>Yes because my first language does not match my target language I use it for that reason and to understand accents I don't now. If the speaker's accent is different from the one I'm used to British vs. American English, subtitles can make it easier to understand.</i>	Different language	I/S6-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S6-LA-2
S-6	<i>For me as a language learner, using subtitles can improve my listening skills significantly over time.</i>	Improve listening	I/S6-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S6-LS-3
S-6	<i>I feel interested in learning with subtitles because it facilitates the image, by seeing the visual scene and reading the subtitles, I can understand the context of the dialog. For example, the situation in the story becomes clearer which can make it easier for me.</i>	Increasing listening interest	I/S6-LS-ILI
R	When learning extensive listening using subtitle, do you think it helps effectively?		S6-LS-4
S-6	<i>Very helpful, to practice extensive listening and understand because I learned that I had already done it before I went to college and I felt that it could develop my skills.</i>	Improve understanding	I/S6-LS-H
R	What experiences did you have while learning through subtitle?		S6-E-5
S-6	<i>In my experience, subtitles provide a better understanding of what I'm watching allowing me to follow content that may be too difficult due to accents, rapid speech, or complex vocabulary. I feel more confident in interacting with native-level material when subtitles are available.</i>	Positive experience	I/S6-E-PE

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S6-E-6
S-6	<i>I feel confident because it helps improve my listening skills, pronunciation because I feel that my listening skills are not good, so I use subtitles.</i>	Confident	I/S6-E-C
R	What video content do you often view for learning extensive listening?		S6-VC-7
S-6	<i>I like light video content like YouTube (songs, vlogs, watch English material).</i>	Offering various video content	I/S6-VC
R	What class size affects the effectiveness of using subtitles in learning listening?		S6-CS-8
S-6	<i>I don't think it matters when we study in a class with many or few students, it won't be effective because it requires concentration, so I anticipate always studying with subtitles with videos and studying by myself when I have free time.</i>	Not affect	I/S6-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S6-RA-9
S-6	<i>I think it's easy but I but the factor that drives me to use subtitles is because I am not very proficient in English. And then now in my place the internet access is already strong when watching videos,</i>	Not encourage	I/S6-RA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Can the use of subtitles increase students motivation in learning listening ?		S6-M-10
S-6	Yes, it has increase because it makes learning easier and increases my enthusiasm for learning.	Motivates to keep learning	I/S6-M
R	Do you use interlingual subtitles for learning listening?		S6-IE-11
S-6	<i>I rarely use it, maybe only occasionally</i>	rarely use interlingual	I/S6/IE
R	Do you think using the different language can improve your listening skills?		S6-IE-12
S-6	<i>I think improve, maybe know a lot of vocabulary</i>	Offering vocabulary	I/S6-IE-OV
R	Do you use intralingual subtitles for learning listening?		S6-IA-13
S-6	<i>Yes, lately I use intralingual more often.</i>	Use intralingual	I/S6-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S6--1A-14
S-6	<i>To find out the pronunciation, accent and to measure my skills when using English subtitles.</i>	To challenge student	I/S6-IA-TCS

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Saturday, 26 September 2024

Place : Zoom meeting

Time : 09:00 - 09:30

Interviewer : Researcher

Interviewee : Student 7

Student Initial : II

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S7-LB-1
S-7	<i>which makes me use subtitles because of my lack of skills such as a lot of vocabulary that I have not mastered, correct pronunciation and many more. yes, it is probably true because my first language is not in accordance with the target language, namely English.</i>	Lack of listening skill	I/S7-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S7-LA-2
S-7	<i>Yes, my listening has improved since using subtitles such as improve vocabulary and it makes me more familiar with many vocabulary words.</i>	Improve vocabulary	I/S7-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S7-LS-3
S-7	<i>because the subtitles make me interested because Subtitles facilitate learning by linking the text to the image or video being watched I can watch the video and learn at the same time</i>	Increasing listening interest	I/S7-LS-ILI
R	When learning extensive listening using subtitle, do you think it helps effectively?		S7-LS-4
S-7	<i>I think to practice extensive listening skill can understand what the content of the video means</i>	Improve understanding	I/S7-LS-IU
R	What experiences did you have while learning through subtitle?		S7-E-5
S-7	<i>In my experience using subtitles, it turns out that subtitles can help when the content of the video is not understood because of the language and at the same time help me improve my understanding of the content of videos that use English.</i>	Positive experience	I/S7-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S7-E-6
S-7	<i>I find it helpful to use subtitles</i>	Helpful	I/S6-E-H
R	What video content do you often view for learning extensive listening?		S7-VC-7
S-7	<i>YouTube (songs, vlogs, watch English material). netflix</i>	Offering various video content	I/S7-VC

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	What class size affects the effectiveness of using subtitles in learning listening?		S7-CS-8
S-7	<i>I don't think it matters when we study in I still need subtitles because I use subtitles to focus on studying extensive listening.</i>	Not affect	I/S7-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S7-RA-9
S-7	<i>I think services like YouTube, Netflix, and so on provide subtitles directly for their videos. so I don't have to make any extra effort to look for them or require special access to additional resources.</i>	Easy to access	I/S7-RA
R	Can the use of subtitles increase students motivation in learning listening ?		S7-M-10
S-7	<i>I think it boosts confidence, subtitles help me feel more confident in understanding spoken language. When I can catch the meaning of what is being said, even if the audio is fast or difficult, I am less likely to feel discouraged, which motivates me to keep learning and practicing.</i>	Motivates to keep learning	I/S7-M
R	Do you use interlingual subtitles for learning listening?		S7-IE-11
S-7	<i>I use it, because I am still learning and still need it to understand the content of the video.</i>	use interlingual	I/S7/IE
R	Do you think using the different language can improve your listening skills?		S7-IE-12
S-7	<i>I think improve, know a lot of vocabulary</i>	offering vocabulary	I/S7-IE-OV

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Do you use intralingual subtitles for learning listening?		S7-IA-13
S-7	<i>Yes, I rarely use intralingual more often.</i>	rarely intralingual	I/S7-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S7--1A-14
S-7	<i>to find out if I can use intralingual like English to English.</i>	To challenge student	I/S7-IA-TCS

INTERVIEW SHEET

Instruction

The previous researcher asked students permission to collect data and asked students' willingness to be participants and interviewed about their experience during the hybrid learning on subjects listening. After students confirm their willingness, researchers try to set the date and time for interviews.

Day/Date : Saturday, 25 September 2024

Place : Zoom meeting

Time : 10:00 - 10:30

Interviewer : Researcher

Interviewee : Student 8

Student Initial : KKM

Students & Researcher Code	Statement (Raw Data)	Key point	Final Code
R	Do you use subtitles because your first language background does not match the audio/native speaker?		S8-LB-1
S-8	<i>Apart from the fact that I use subtitles in my first language because it is different from the target language, which is English, but the main reason I use subtitles is because of my lack of listening skills.</i>	Lack of listening skill	I/S8-LB
R	What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?		S8-LA-2
S-8	<i>Yes, my listening has improved vocabulary language ability can gradually understand what native speakers say without subtitles.</i>	Improve vocabulary	I/S8-LA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Why are you interested in using subtitles to increase extensive listening?		S8-LS-3
S-8	<i>interesting because learning is not frustrating because the video presents visuals that make learning not boring</i>	Increasing listening interest	I/S8-LS-ILI
R	When learning extensive listening using subtitle, do you think it helps effectively?		S8-LS-4
S-8	<i>Very effective, to practice listening skill and understand the information from the video.</i>	Improve understanding	I/S8-LS-IU
R	What experiences did you have while learning through subtitle?		S8-E-5
S-8	<i>In my experience using subtitles, deeper understanding of content subtitles help fill in the gaps when listening to complex material. When the audio is not entirely clear, subtitles help understand the meaning and context of what is being said, resulting in better understanding.</i>	Positive experience	I/S8-E-PE
R	Can you tell me how you felt when you learn to listen extensive using English subtitles?		S8-E-6
S-8	<i>For me more relaxed and less stressed subtitles reduce frustration or anxiety as there is no need to worry about missing important parts of the dialog. This makes the learning or viewing experience more relaxed and enjoyable.</i>	Helpful	I/S8-E-H

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	What video content do you often view for learning extensive listening?		S8-VC-7
S-8	YouTube, netflix, duolingo	Offering various video content	I/S8-VC
R	What class size affects the effectiveness of using subtitles in learning listening?		S8-CS-8
S-8	<i>because my ability is still lacking so I don't think class size affects its use because I always use subtitles.</i>	Not affect	I/S8-CS
R	Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?		S8-RA-9
S-8	<i>Yes, video access is now easy and there is also a lot of content for learning listening. sometime I find insome situation, the audio quality of the movie of the movie or video be less then optimal, either due to poor recording, background noise, or my audio device not supporting, subtitle can help understand the content even if the audio is less clear</i>	Not encourage	I/S8-RA

Students & Researcher Code	Statement (Raw Data)	Key Point	Final Code
R	Can the use of subtitles increase students motivation in learning listening ?		S8-M-10
S-8	<i>For me encourages independent learning, with subtitles I can independently engage in listening exercises through movies, series, podcasts or other media. this can foster a greater sense of responsibility and enthusiasm for learning.</i>	Makes independent learning	I/S8-M
R	Do you use interlingual subtitles for learning listening?		S8-IE-11
S-8	<i>I use it, because I'm still lacking whether it's vocabulary, how to pronounce it</i>	use interlingual	I/S8/IE
R	Do you think using the different language can improve your listening skills?		S8-IE-12
S-8	<i>I think improve, know a lot of vocabulary</i>	Offering vocabulary	I/S8-IE-OV
R	Do you use intralingual subtitles for learning listening?		S7-IA-13
S-8	<i>Yes, I rarely use intralingual more often, because I am afraid that when using intralingual the content of the video will not be conveyed.</i>	rarely intralingual	I/S7-IA
R	Why did you choose to use Intralingua subtitles in your language learning?		S7--1A-14
S-8	<i>to find out how far I have mastered English</i>	Knowing students abilities	I/S7-IA-KSA

Appendix 4.

Thematizing and coding of students interview result

No	Aspect	Theme/indicator	Code	Total
1.	Internal factors (adapted from Vadivel et al. 2019)	1. L1 background - Different language - Lack of listening skill 2. Language ability -Improve vocabulary -Improve pronunciation 3. Learning style -Increasing listening interest -Makes learning more fun 4. Experience -Positive experience -Negative experience	IF LB IF1-DL IF1-LLS LA IF2-IV IF2-IP LS IF3-ILI IF3-MLMF E IF4-PE IF4-NE	6 2 6 2 5 3 8 0
2.	External factors (adapted from Vadivel et al. 2019)	1. Video content -Offering various video content 2. Class size -Not affects class size	EF VC EF1-OVVC CS EF2-NACS	8 8

No	Aspect	Theme/indicator	Code	Total
		3. Resource access Not encourage use subtitle	RA EF3-NE M	8
		4. Motivation -Increase positive impact -Motivates to keep learning -Make independent learning	EF4-IPI EF4-MKL EF4-MIL	2 4 1
3.	Interlingual (adapted from Aksu-Ataç and Köprülü-Günay, 2018)	Use different language -Use interlinguaL -Not use interlingual -Offering vocabulary -Offers convinience	IE IE1-UIE IE2-NUIE IE3-OV IE4-OC	5 3 6 2
4.	Intralingual (adapted from Aksu-Ataç and Köprülü-Günay, 2018)	Use the same language -Use intralingual -Not use intralingual -To challenge student -Knowing students abilities	IA IA1-UIA IA2-NUIA IA3-TCL IA4-KSA	3 5 3 5

Appendix 5. Focus Group Discussion Guidelines

- a. To investigate the students' factors of causes for using English subtitles while learning extensive listening

Theory	Aspect	Indicator	Question
(Vadivel et al. 2019)	Internal Factors	1. L1 background 2. Language ability 3. Learning style 4. Experience	1. Do you use subtitles because your first language background does not match the audio/native speaker? 2. What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles? 3. Do you feel the use of subtitles suits your learning style? Why is this the case? 4. What experiences did you have while learning through subtitle?
	External factors	1. video content 2. Class size 3. Resource access 4. motivation	5. What video content do you often view for learning extensive listening? 6. Does class size affect the effectiveness of using subtitles in listening lessons? 7. Is it easy for students to access videos or media that have subtitles so that you are encouraged to use subtitles in the process of learning to listen? 8. Can the use of subtitles increase students' motivation in learning listening?

- b. To investigate what kinds of English subtitles are used when learning extensive listening

Theory	Aspect	Indicator	Question
(Aksu-Ataç and Köprülü-Günay, 2018)	Interlingual	Use of different language	9. Do you use interlingual subtitles for learning listening?
	Intralingual	Use the same language	10. Do you use intralingual subtitles for learning listening?

Appendix 6.

The Result of Students Focus Group Discussion sheet

- R : Researcher
- S1 : AN
- S2 : NR
- S3 : A
- S4 : TA

GROUP 1		Date : Friday, 27 th September 2024			
No	Aspect of experience	Instruction	Subject	Key point	Final code
1	Factor internal	1. Do you use subtitles because your first language background does not match the audio/native speaker?	<p>Student 1 <i>Yes because my language difference, I still need subtitles for my language development.</i></p> <p>Student 2 <i>I often find difficulties to comprehend the auditory or listening video given by lecturer it is because in audio recorder or video I often found unfamiliar accents, fast speech moreover my first language is Sundanese hence, subtitle is used to help me</i></p> <p>Student 3 <i>I rely on subtitles to understand the video content because English is my second language so I still need the help of subtitles.</i></p> <p>Student 4 <i>Yes, because my first language does not match the target language</i></p>	<p>Different language</p> <p>Different language</p> <p>Different language</p> <p>Different language</p>	<p>F/S1-LB</p> <p>F/S2-LB</p> <p>F/S3-LB</p> <p>F/S4-LB</p>

		<p>2. What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?</p>	<p>Student 1 <i>One of the factors that make me use subtitle is having in adequate vocabulary, I do not know what the speaker talk about I confused which words he/she delivered hence I often use subtitle to help me understand the utterances</i></p> <p>Student 2 <i>Because I felt that I lack of pronunciation, So, subtitling allows me to observe how native speakers use language in everyday conversations, such as the use of idioms, how informal or formal conversations are. This helps me to develop my speaking skills naturally and more confidently, and to know the correct pronunciation when reading subtitles</i></p> <p>Student 3 <i>Yes, I agree with my friends said, because When watching with subtitles, I may come across words that I didn't understand before. I can see these words in the context of the sentence, which helps to understand the meaning.</i></p> <p>Student 4 <i>...Yes, I agree with my friend, lack of vocabulary is one of the factors that make us hard to understand, However, when watching using subtitles, I may come</i></p>	<p>Improve vocabulary</p> <p>Improve pronunciation</p> <p>Improve vocabulary</p> <p>Improve vocabulary</p>	<p>F/S1-LA</p> <p>F/S2-LA</p> <p>F/S3-LA</p> <p>F/S4-LA</p>
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			<i>across words that I didn't understand before. I can see these words in the context of the sentence, which helps to understand the meaning</i>		
		3. Do you feel the use of subtitles suits your learning style? Why is this the case?	<p>Student 1 <i>Because I love visuals and it is also one of my learning style, subtitles help visualize the words heard, reinforcing understanding through text</i></p> <p>Student 2 <i>I like learning to listen, subtitles can clarify spoken words, especially if there is an accent or speed of speech that is difficult to understand.</i></p> <p>Student 3 <i>I'm interested because I can watch videos at the same time</i></p> <p>Student 4 <i>Yes, because learning using subtitles is interesting, I am comfortable learning casually and enjoy watching videos, so media using subtitles in videos gives me comfort to learn listening</i></p>	Increasing listening interest	F/S1-LS
				Make learning more fun	F/S2-LS
				Increasing listening interest	F/S3-LS
				Increasing listening interest	F/S4-LS
		4. What experience did you have while learning through subtitle?	<p>Student 1 <i>I think better pronunciation like looking at the written word while hearing it spoken so I can pay attention to pronunciation cues that I might have missed, such as intonation, accent, or emphasis.</i></p>	Positive experience	F/S1-E

			<p>Student 2 <i>I agree and I think it can also be understood better listening</i></p> <p>Student 3 <i>can reduce the frustration of not understanding the spoken word and can keep I focused</i></p> <p>Student 4 <i>I feel more confident in listening to and understanding a new language after using subtitles consistently</i></p>	<p>Positive experience</p> <p>Positive experience</p> <p>Positive experience</p>	<p>F/S2-E</p> <p>F/S3-E</p> <p>F/S4-E</p>
2	Factor external	<p>5. What video content do you often view for learning extensive listening?</p> <p>6. What class sizes affect the effectiveness of using subtitles in learning listening?</p>	<p>Student 1 <i>I think is a lot for content especially learning material because i like to watch so i can learn listening too.</i></p> <p>Student 2 <i>Yes, it was the video content that prompted me to use subtitles.</i></p> <p>Student 3 <i>YouTube, Netflix and There are many more</i></p> <p>Student 4 <i>For me, there are many, but I often watch short videos such as animations, songs, and learning materials. when I get an assignment.</i></p> <p>Student 1 <i>I think not affect use subtitles in large classes or small classes so class size doesn't matter to me.</i></p> <p>Student 2 <i>yes, it doesn't matter I will still use subtitles to practice my listening</i></p>	<p>Offering various video content</p> <p>Offering various video content</p> <p>Offering various video content</p> <p>No affects class size</p> <p>No affects class size</p>	<p>F/S1-VC</p> <p>F/S2-VC</p> <p>F/S3-VC</p> <p>F/S4-VC</p> <p>F/S1-CS</p> <p>F/S2-CS</p>

			<p>Student 3 <i>Yes, I do that too and I often study anywhere</i></p> <p>Student 4 <i>Yes, the use of subtitles is primarily based on language comprehension ability, and individual needs, not by the number of students in the class.</i></p>	<p>No affects class size</p> <p>No affects class size</p>	<p>F/S3-CS</p> <p>F/S4-CS</p>
		7. Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?	<p>Student 1 <i>I think resource access tends to be considered a supporting facility rather than a driver for me to use subtitles.</i></p> <p>Student 2 <i>For me, the reason use subtitles is because of my needs such as understanding accents, improving language skills, or helping to hear dialogue more clearly. So it plays a bigger role than just the availability of subtitles itself.</i></p> <p>Student 3 <i>I agree with S1, I think it's just a supporting facility</i></p> <p>Student 4 <i>They are also websites like TED, Duolingo and BBC Learning English offer video content with subtitles specifically designed for language learners</i></p>	<p>Not encourage use subtitle</p> <p>Not encourage use subtitle</p> <p>Not encourage use subtitle</p> <p>Not encourage use subtitle</p>	<p>F/S1-RA</p> <p>F/S2-RA</p> <p>F/S3-RA</p> <p>F/S4-RA</p>
		8. How the uses of subtitles increase student's motivation in learning	<p>Student 1 <i>I think subtitles serve as a support mechanism for understanding speech that may be too fast, unclear or accented.</i></p>	<p>Increase positive impact</p>	<p>F/S1-M</p>

		listening?	<p>Student 2 <i>Subtitles help me with not understanding spoken content, especially learners like me who are struggling with listening skills.</i></p> <p>Student 3 <i>Encourages active learning</i></p> <p>Student 4 <i>I think subtitles can enhance learning because they make it easier for me as a second language learner</i></p>	<p>Motivates to keep learning</p> <p>Motivates to keep learning</p> <p>Motivates to keep learning</p>	<p>F/S2-M</p> <p>F/S3-M</p> <p>F/S4-M</p>
3.	Interlingual	9. Do you use interlingual subtitles for learning listening?	<p>Student 1 <i>I use because by watching content in a foreign language and using subtitles in my native language, I can learn new vocabulary and see how the words translate in the right context</i></p> <p>Student 2 <i>I might occasionally use the interlingual type when watching long videos.</i></p> <p>Student 3 <i>I use the Indonesian subtitle, because if I use a language other than my mother tongue, I lack confidence and hard to be understood</i></p> <p>Student 4 <i>Yes I use interlinguals more often</i></p>	<p>Use interlingual</p> <p>No use interlingual</p> <p>Use interlingual</p> <p>Use interlingual</p>	<p>F/S1-IE</p> <p>F/S2-IE</p> <p>F/S3-IE</p> <p>F/S4-IE</p>

4.	Intralingual	10. Do you use intralingual subtitles for learning listening?	<p>Student 1 <i>I still need to use interlinguals because later I will not understand the whole content of the video.</i></p> <p>Student 2 <i>Use intralingual so that I am more confident that I can</i></p> <p>Student 3 <i>yes, i might use it but rarely because i'm afraid of misinterpreting it if i use english to english</i></p> <p>Student 4 <i>I prefer to use interlingual, yess I aggre with S3 afraid of misinterpreting</i></p>	<p>No use intralingual</p> <p>Use intralingual</p> <p>No use intralingual</p> <p>No use intralingual</p>	<p>F/S1-IA</p> <p>F/S2-IA</p> <p>F/S3-IA</p> <p>F/S4-IA</p>
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- Group : 2
- R : Researcher
 - S5 : IH
 - S6 : DAP
 - S7 : II
 - S8 : KKM

GROUP 2		Date : Friday, 27 th September 2024			
No	Aspect of experience	Instruction	Subject	Key point	Final code
1	Factor internal	1. do you use subtitles because your first language background does not match the audio/native speaker?	<p>Student 5 <i>Yes, because my first language Sundanese that's right I use it because my first language background is different and I'm learning a language or trying to improve my listening skills, that's why I use subtitles.</i></p> <p>Student 6 <i>Yes sure because my second language is English while the language I use every day is Indonesian so I need subtitles</i></p> <p>Student 7 <i>for me because my listening is not good enough so I use subtitles.</i></p> <p>Student 8 <i>Yes, that's right, I'm also like that, my listening is not qualified enough, especially when I just heard the vocabulary that I just heard, that's also why I use subtitles</i></p>	<p>Different language</p> <p>Different language</p> <p>Lack of listening skill</p> <p>Lack of listening skill</p>	<p>F/S5-LB</p> <p>F/S6-LB</p> <p>F/S7-LB</p> <p>F/S8-LB</p>

			<i>because the audio is not in my first language.</i>		
		2. What encourage you to use subtitle because of language ability, does your listening ability improve by using subtitles?	<p>Student 5 <i>When listening to the audio and reading the subtitles simultaneously, I would connect the spoken words with the displayed text. This helps to facilitate comprehension, especially when encountering different accents, speaking rates or pronunciations.</i></p> <p>Student 6 <i>yes subtitles can develop language ability when I watch videos with subtitles it helps in understanding pronunciation and grammar</i></p> <p>Student 7 <i>Yes, I use subtitles because of the lack of vocabulary so my language skills are still lacking</i></p> <p>Student 8 <i>using subtitles consistently, especially in language learning, can gradually result in better listening comprehension.</i></p>	<p>Improve vocabulary</p> <p>Improve pronunciation</p> <p>Improve vocabulary</p> <p>Improve vocabulary</p>	<p>F/S5-LA</p> <p>F/S6-LA</p> <p>F/S7-LA</p> <p>F/S8-LA</p>
		3. Do you feel the use of subtitles suits your learning style? Why is this the case?	<p>Student 5 <i>I think, enough to make me enjoy learning with subtitled videos</i></p> <p>Student 6 <i>...Yes, because learning using subtitles was interesting, I am comfortable learning</i></p>	<p>Make learning more fun</p> <p>Increase listening interest</p>	<p>F/S5-LS</p> <p>F/S6-LS</p>

			<p><i>casually and enjoy watching videos, so media using subtitles in videos gives me comfort to learn listening</i></p> <p>Student 7 <i>yes, I think interesting I can watch videos at the same time</i></p> <p>Student 8 <i>In my opinion, one of the learning listening with videos was very helpful and interesting because it is easily accessible, for me there are many platforms that provide videos, especially with subtitles that can facilitate foreign language learning, especially when I use it when listening skills are not at an advanced level it is very helpful</i></p> <p><i>yes, it's true that I can watch videos at the same time</i></p>	<p>Increase listening interest</p> <p>Increase listening interest</p>	<p>F/S7-LS</p> <p>F/S8-LS</p>
		4. What experience did you have while learning through subtitle?	<p>Student 5 <i>I think Subtitles help in understanding the content, especially in foreign languages or when the speaker's accent is difficult to understand</i></p> <p>Student 6 <i>I feel more confident in listening to and understanding a new language after using subtitles consistently</i></p> <p>Student 7 <i>I think Subtitles help in understanding the content, especially in foreign languages or when the</i></p>	<p>Positive experience</p> <p>Positive experience</p> <p>Positive experience</p>	<p>F/S5-E</p> <p>F/S6-E</p> <p>F/S7-E</p>

			<p><i>speaker's accent is difficult to understand.</i></p> <p>Student 8 <i>For me, since I've been using subtitles since college, it actually helps me instead of listening to the audio which makes me confused because my vocabulary hasn't improved much.</i></p>	Positive experience	F/S8-E
2.	Factor external	<p>5. What video content do you often view for learning extensive listening?</p> <p>6. Why class sizes affect the effectiveness of using subtitles in learning listening?</p>	<p>Student 5 <i>I think there are a lot of videos that can be used as language learning whether it's watching a movie when watching I just adjust it when I get an assignment.</i></p> <p>Student 6 <i>I often watch Netflix, and on YouTube I often watch vlogs. So yes, video content often encourages the use of subtitles, either as a learning aid or a way to enhance the overall viewing experience.</i></p> <p>Student 7 <i>Netflix, animation</i></p> <p>Student 8 <i>Songs, movie, podcast comprehension.</i></p> <p>Student 5 <i>Yes I agree with S1, the size of the class does not affect whether it is small or large because I will still learn outside the classroom use subtitle</i></p> <p>Student 6 <i>For me, the size of the class does not affect whether it is small or large because I will still</i></p>	<p>Offering various video content</p> <p>Offering various video content</p> <p>Offering various video content</p> <p>Not affects class size</p> <p>Not affects class size</p>	<p>F/S5-VC</p> <p>F/S6-VC</p> <p>F/S7-VC F/S8-VC</p> <p>F/S5-CS</p> <p>F/S6-CS</p>

			<p><i>learn outside the classroom</i></p> <p>Student 7 <i>Yes I agree with S6 I will still use subtitles</i></p> <p>Student 8 <i>I don't think it affects me because when I listen to videos that I don't understand the content, I definitely use subtitles</i></p>	<p>Not affects class size</p> <p>Not affects class size</p>	<p>F/S7-CS</p> <p>F/S8-CS</p>
		<p>7. Is it easy for students to access videos or media that have subtitles so that they are encouraged to use subtitles in the process of learning to listen?</p>	<p>Student 5 <i>Yes, I also agree that resource access is only a tool, not a factor that encourage me.</i></p> <p>Student 6 <i>Factor resource access no encourage me to use subtitle because resource access as a tool only to support</i></p> <p>Student 7 <i>I think nowadays, subtitles are widely available on various streaming platforms, learning apps, or educational materials. Therefore, access to subtitles is no longer a major technical obstacle for me</i></p> <p>Student 8 <i>I don't think it encourage me because when I listen to videos that I don't understand the content, I definitely use subtitles.</i></p>	<p>Not encourage use subtitle</p> <p>Not encourage use subtitle</p> <p>Not encourage use subtitle</p>	<p>F/S5-RA</p> <p>F/S6-RA</p> <p>F/S7-RA</p> <p>F/S8-RA</p>
		<p>8. How the uses of subtitles increase student's motivation in learning</p>	<p>Student 5 <i>Subtitles make me more fun by making it easier to follow the storyline or understand the key points.</i></p> <p>Student 6</p>	<p>Increase positive impact</p>	<p>F/S5-M</p> <p>F/S6-</p>

		listening?	<p><i>motivated because media such as subtitles are easy to find and we can learn listening easily</i></p> <p>Student 7 <i>I think nowadays, subtitles are widely available on various streaming platforms, learning apps, or educational materials. Therefore, access to subtitles is no longer a major technical obstacle for me.</i></p> <p>Student 8 <i>In my opinion, with subtitle listening I can learn by myself and I can learn whenever I want, there are no limits.</i></p>	<p>Make independent learning</p> <p>Motivates to keep learning</p> <p>Motivates to keep learning</p>	<p>M</p> <p>F/S7-M</p> <p>F/S8-M</p>
3.	Interlingual	9. Do you use English to Indonesian subtitles for learning listening?	<p>Student 5 <i>since semester 4 I learned listening using the type of intralingual subtitles, like English to English.</i></p> <p>Student 6 <i>I often use English to English subtitles, so I force myself to get used to using English subtitles.</i></p> <p>Student 7 <i>I personally rarely do it, at most only a few times</i></p> <p>Student 8 <i>I often use this type of interlingual subtitles, Because I have not mastered English, I am afraid that my understanding of the video content is different from what I catch when I don't use interlingual.</i></p>	<p>No use interlingual</p> <p>No use interlingual</p> <p>Use interlingual</p> <p>Use interlingual</p>	<p>F/S5-IE</p> <p>F/S6-IE</p> <p>F/S7-IE</p> <p>F/S8-IE</p>

4.	Intralingual	10. Do you use English to English subtitles for learning listening?	<p>Student 5 <i>I often use English to English subtitles, so I force myself to get used to using English subtitles</i></p> <p>Student 6 <i>yes I use intralingual more often, yes so that my skills develop faster and I don't get stuck on translated texts</i></p> <p>Student 7 <i>quicker to grasp the meaning in the video, I think it's effective for us at the college level.</i></p> <p>Student 8 <i>I rarely use intralingual because I don't have vocabulary much better</i></p>	<p>Use intralingual</p> <p>Use intralingual</p> <p>Not use intralingual</p> <p>Not use intralingual</p>	<p>F/S5-IA</p> <p>F/S6-IA</p> <p>F/S7-IA</p> <p>F/S8-IA</p>
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Appendix 7.

Thematizing Result of Students Focus Group Discussion

No	Conclusion of FGD	Sub-Theme	Theme	Code	Total
1.	students realize that students use subtitles because their first language background does not match the audio/native speaker and lack of listening skill	Internal factors	first language differences	F/L-FLD	6
2.	All participants stated that language ability is a factor that encourages students to use subtitles and can improve language skills such as vocabulary, pronunciation, deeper understanding of complex dialogues or difficult nuances, especially when speaking with a strong accent or difficult words.	Internal factors	Factor encourage use subtitle and helps improve language skills such as vocabulary, pronunciation, and comprehension of complex dialog	F/LA-FESHILS	8

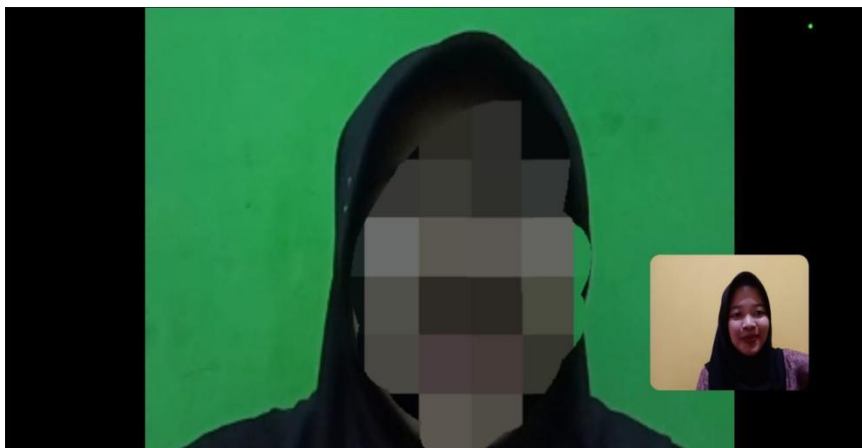
No	Conclusion of FGD	Sub-Theme	Theme	Code	Total
3.	students feel that learning to listen using subtitles with videos is indeed their learning style because on the other hand they want to experience fun learning.	Internal factors	offers fun learning	F/LS-OFL	8
4.	Students' experience using subtitles provides many benefits and helps students in learning extensive listening.	Internal factors	Positive experience	F/E-PE	8
5.	students said that video content is one of the things that encourages students to use subtitles because a lot of content comes from global platforms using languages that students do not understand.	External factors	offering a various of global content	F/VC-OVGC	8

No	Conclusion of FGD	Sub-Theme	Theme	Code	Total
6.	Some students stated that the size of the class had no effect, such as a large class or a small class, students felt that they would still use subtitles to learn in class and outside of class.	External factors	Not affect	F/CS-NA	8
7.	According to students, resource access is only a supporting tool to facilitate, not a factor that encourages the use of subtitles.	External factors	No encourage	F/RA-NE	8
8.	students expressed being motivated from the subtitled media because students felt that the resources provided (such as subtitles) matched their needs, they felt more externally supported and motivated to learn.	External factors	arousing motivation	F/M-AM	8

No	Conclusion of FGD	Sub-Theme	Theme	Code	Total
9.	Some of the participants use interlingual because they are not yet confident in their abilities	Interlingual	some students use interlingual	F/IE-SSUIE	5
10.	Some students using intralingual subtitles to find out how capable they are and to challenge them by using intralingual subtitles.	Intralingual	Some students use intralingual	F/IA-SSUIA	3

Appendix 8. Documentation

INTERVIEW





FOCUS GROUP DISCUSSION

